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Break

Chewing it over

The "dog's breakfast" served up to Mr Mulley in July by the Schools Council has caused a dither in the DES. What to do with the council's recommendations for a new common system of examining at 16-plus is taxing the minds of senior advisers. It is not as if the council's menu allows them to choose à la carte.

It was Michael McCrum, headmaster of Eton College, who called the proposals an unappetizing dish. Replacing O level and CSE with a single system is thought to be a good thing within the department. But senior civil servants and inspectors have found there was nothing to chew on in the council's recommendations which were vague on the administration and form of the exam, and were not costed in any detail.

Mr Mulley went on holiday when Parliament rose, leaving the recommendations with officials and expecting their comments when he returned. "We don't know what to do about them", Jennifer Price, chief information officer, said with unusual candour. Six years of work and more than 40 feasibility studies after deciding that CSE and GCE should be merged, in principle, have left the council with a mixed bag of ingredients which, if properly constituted, might make something appetizing.

The dilemma now facing officials is whether they can trust the Schools Council to do the detailed work or, if not, whether they have the resources to do the job themselves. Either way they want to end up with a final plan which will satisfy Mr Mulley's wish to see academic standards maintained, suppress the GCE boards' desire to remain in existence and not so outrage the National Union of Teachers and the Schools Council that the department loses teachers' cooperation.

Given all this indecision, it was surprising to see in another newspaper that Mr Mulley had decided to "block a left-wing plan to make school exams fully comprehensive". The *Daily Mail* would have us believe, that the proposals to abolish O level and replace it by an exam with questions so easy that no child could fail, are the work of the left, whoever they might be. Max Wilkinson, the paper's education correspondent, went on to say that the left had been blocked by Mr Mulley's decision to abolish O level and CSE and replace them with a single Certificate of Education. Precisely what the council recommended.

Mr Mulley had also decided that grades one to three of the new certificate would be equal to O level while the remaining grades would be equal to CSE. Again precisely what the council suggested.

Bright children would take a separate exam set by GCE boards while less clever ones would take papers from CSE boards. Not quite what the council had in mind, but near enough.

Over to the department then for a comment on Mr Mulley's "decision". "I don't think he knows that he's made up his mind", was the opinion of two spokespeople. "We haven't made up ours", said one.

Mixed bag

A motley collection of publications has silted up Aristides desk during the past month.

First from the Health Education Council there is *Books for Children 5-8—an annotated bibliography with relevance to health education.* Not taken too seriously, it could be useful—there are, for example, lists of books and stories about going into hospital and about adoption; lists of information books on parts of the anatomy, particularly Kathleen Elgin's series, on the ear, hand, heart etc, and a number of sex education books from the whimsical to the straight forward.

But the later sections are more questionable. Under the heading "concept of self" appear a number of Roger Hargreaves little books—*Mr Small, Mr Happy, Mr Uppity*—along with Louise Fatio's *Happy Lion*, described as a "case of mistaken self image" and Ursula Moray Williams' *Adventures of the Little Wooden Horse. Mr Sneeze*, however, is relegated to the section on disease and medicine and *Mr Bump* to safety. Later still, under relationships and communication appear such diverse works as Hilaire Belloc's selected cautionary verses, Roald Dahl's *James and the Giant Peach* and Elfrida Vipont and Raymond Briggs's *Elephant and the Bad Baby*—"A bad baby is a bad baby when he doesn't say 'please'"—which does rather risk putting the dead hand of earnestness upon childish pleasures.

And talking of death—only three titles under this heading and two of those dealt with the death of pets not people, which just goes to show that it is true what they say about taboo subjects. How about a comeback for the Brothers Grimm?

The second such miscellaneous object is a heavy volume bound with wire between cardboard covers—the cardboard was apparently scrounged from a cheese factory—and decorated with spidgy potato cuts. *Beneficial Influation and Life People Liberation—in day care and other pre-school places* has been privately published in the United States by its author, Jay Rick, setting him back some $4,700 and now circulated by him at $5.50 a copy (available from Elm Tree Press, PO Box 348, La Crosse, Wisconsin).

The book, in typescript on one side of specially collected waste paper—computer printouts, multiple

"You mean you have a job and you're only visiting? Webber, it is good to see you."

choice tests, copies of articles comparing reactions of black professional women with those of their white colleagues—consists of a jumble of trendy pop talk, waffle about the means and ends of pre-school care. It is interspersed with ringed sections headed "just a thought . . ." such as "Hopefully, in this society, we shall one day be invited to accept the fact that having a baby doesn't necessarily involve having a 'husband' or being a 'housewife'".

The book substitutes "seh", "heirs" and "hemir" throughout for he/she, his/hers, him/her, to get over the semantics of sex discrimination in a totally unreadable way—but then readability is not the work's most outstanding characteristic. Try, for example, "If we are to modify, in fact, as 'beneficial influencers', our manner of relating to the children entrusted to our care must be such that the various facets of this mode of functioning will be practised, generalized, internalised and eventually included as an integral part of the perceptual framework of what constitutes these children's estimation of themselves and their reality". Or there is the advice to "Avoid overstructuring the meal-time situations and don't 'spoon-feed' the children. Every effort should be made to provide for a meal period as opposed to the specification of a particular meal-moment . . .".

Among the half-digested collection of research, opinion, theory and advice are some straightforward suggestions—viz. "Oh, by the way, never say 'because' when asked for an explanation of a particular restriction. Besides the fact that 'because' is a conjunction and not a reason, the utilization of this excuse-for-an-answer is a function of either not having a good reason for the restriction or not having the time to explain it. If there isn't a good reason, there shouldn't be a restriction. If you haven't the time for an explanation, something's wrong".

And third in the pile. *Sexism in Children's Books. Facts. Figures and Guidelines*, published on Wednesday by the Writers and Readers Publishing Cooperative (19 Thurlow Road, London NW5, 60p). This booklet contains guidelines for equal treatment of the sexes issued by the American publishers McGraw-Hill for the benefit of their editorial staff and authors in 1974. These include such exhortations as, "Like men and boys, women and girls should be portrayed as independent, active, strong, courageous, competent, decisive, persistent, serious-minded and successful. They should appear as logical thinkers, problem solvers, and decision-makers. They should be shown as interested in their work, pursuing a variety of career goals, and both deserving of and receiving public recognition for their accomplishments".

"Sometimes men should be shown as quiet and passive, or fearful and indecisive, or illogical and immature. Similarly, women should sometimes be shown as tough, aggressive, and insensitive. . . ." And so on for some considerable length. There are banned words and expressions for example, "the fair sex", "the weaker sex", "sweet young thing", "career girl" or "career woman". "Pioneers moved West, taking their wives and children with them". So, out. "Pioneer families moved West" is in.

These guidelines are used by the booklet's authors to analyse children's books, particularly the so-called "best" books which have won literary prizes and awards. There are charts and tables to show the extent to which males outnumber females in stories and pictures, there are many instances of the familiar goody goody pretty girls, taking the passive role while naughty, grubby boys hog all the action. The text comes dangerously near in places to suggesting prudishly that it is wrong for girls and boys to identify themselves as girls and boys, while in fact its intention is to point out what a dull, confined lot the girls in children's books are. If the analysis provokes a slight feeling of impatient irritation, perhaps that is a measure of the extent to which women have proved their case that they have been subordinated to men economically and socially for generations.

Who's for open government?

As the long, hot summer draws to a close, pressure groups are organizing fresh assaults on Parliament in readiness for the Queen's Speech and the trickle of Private Members' Bills.

Letters soliciting support for various reforms are flying in all directions and the *TES* has received two such missives from a body with a mouthful of a name—the Parliamentary All Party Committee for Freedom of Information and Privacy. Its aim is to replace the Official Secrets Act with a Freedom of Information Act.

One of its supporters is Arthur Lewis, MP for Newham North West, who suggests in his letter that "the Right to Know would help us to restore Britain's Greatness," (this

In search of the disadvantaged

Al McIntosh's study of the 1971 intake of University students—*A degree of difference* ...ty for Research into Higher Education, —is one of those books which deserves to ...ed, a little ambiguously, a mine of informa... She presents a vast amount of statistical ...nce, based on questionnaires, which must ... this group of students the best documented ... business. And while she sets out her stall ...skill and clarity, it is difficult to resist the ...ng that by the end we know more about this ...ecular cohort than anyone could reasonably ... to know. Much of the information, how... will only be of value if it can be followed ... subsequent years with similar studies; it ...ng to be particularly interesting to see how ... personality changes with time.

...ocial objectives of the OU clearly influen... the choice of material collected, and the ...ecorded to different aspects of student ...types. Behind Mrs McIntosh's figures and ...nations, there is the university's need to ... itself to be different from other universities ... particular, to be attracting a student body ... different social structure from that of the ...ational universities. All along this has ...added the OU with some of its most creative ...ons. It has been determined to ride two ...s—to be a "proper" university with stan... and career expectations for students and ...ulike, comparable to those set up ...he other 45 British university institutions, ...by the CNAA; and at the same time to get ...gh to those who have missed out in conven... educational terms. Put excessively crudely ...sometimes seemed as if the OU's ambitions ...only be realized if it could become an ...-class university with a working-class ...t body.

...ho event, the first cohort of students had a ...different profile from those who pass ...gh UCCA into the conventional university ...ne—some 45 per cent had left school at ...earlier. Only about 60 per cent had had ...ner school education (that includes the 10 ...ent from independent schools). Half the men ...s had fathers who belonged to the skilled ...d and manual working class. As a body of ...ta—70 per cent of them between the ages ...and 44—they represented a much more var... group than the conventional student body. All ...me, a quarter of them have two or more A ... Two groups of middle-class students—the ...r cent with teaching qualifications and the ...r cent who had qualified as members of ...ional institutions—stood out, and helped ...er the inverted snobbery of those persistent ... who have attacked the "middle class" ...cter of the OU. But therein lies the need ...o the crude hypothesis that the OU ought only to be interested in those with social and educational disadvantage, if this is to be taken narrowly to mean those with least formal education in the worst jobs.

What the OU has done has increased opportunity for those prepared to grasp it. Higher education has still got to be grasped, still strived for. To present it in any other form would be a betrayal of all the OU stands for. The most notable of its achievements so far has been to evince so strong and steady a response from its student members. But if the OU offers a prize to be grasped and striven for, inevitably it is the graspers and the strivers who apply. And they are not the people who, on leaving school at 15, did nothing till the OU came along. For the most part they have been making up for any lack of childhood education ever since they left school, by further education, correspondence courses, industrial training, and by their own reading.

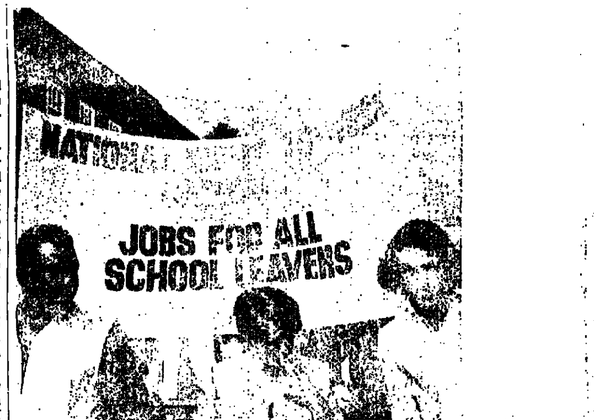
Only an absurdly education-dominated society could call them disadvantaged. Many of them have obviously got the supreme advantage of curious and questing minds; by the time they actually enrol as OU undergraduates (with whatever credit may be allowed for post-school study), many of them have actually engaged in a great deal more education, and have digested it more fully than callow 18-year-olds processed by 13 years on the educational production line.

The OU, in fact, is not a substituto for the further education system, nor yet a criticism of it. Rather it is a complement to it, reaping where the FE system has sown, providing another, high-quality, well-organized form of higher education for those who want it enough to work for it. Far from measuring its success by its ability to increase from 9 per cent to 100 per cent its intake of manual workers, or from 45 per cent to 100 per cent its ration of early leavers, it should concentrate on meeting the demand which it has identified.

Whether some of the methods the OU has pioneered could be applied to meeting needs on a wider scale at more modest intellectual levels is another matter. Some kind of open college network must sooner or later have a part to play within the FE system, but must still wait for a government willing to pay more than lip-service to non-advanced further education.

No comment

Teacher for English. The subject is taken to CSE, 16-plus, GCE O and A levels. Opportunities exist to teach at various levels of age and ability according to the successful candidate's strength.—from City of Manchester Education Committee Bulletin to Schools and Colleges.



Rodo Kitoso

Unemployed school leavers joined the ranks of the Right to Work campaign in picketing the TUC conference at Brighton this week.

TUC lash councils cuts in spending

by Stephen Cohen

A bitter attack on local education authorities who are cutting teachers to save on the rates was launched at the TUC in Brighton this week.

The congress condemned them for making "unwarranted cuts" in spite of money made available through the rate support grant to maintain staffing standards at last year's level.

Mr Alf Wilshire, president of the National Union of Teachers, said the truth was emerging that schools were being faced with a serious cutback in resources and staffing. Local authorities were further reducing their budgets and standards were threatened, he said.

"At least £1,500m will have been removed from education budgets between 1974 and 1978", he said. "One child in five in primary schools is in a class of more than 35 pupils at a time when more than 25,000 teachers are without jobs".

Britain lagged behind most other advanced countries in terms of the proportion of gross national product spent on education and was almost at the bottom of the league table for post-school opportunities.

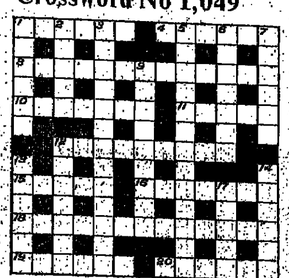
Mr Len Cooper of the National Association of Schoolmasters Union of Women Teachers said some local authorities were deliberately choosing not to reach the staffing targets permitted by the rate support grant settlement. Sit-ins and demonstrations were not the answer. A "simple application of a trade union principle"—refusal to take on extra work—would create more jobs, he said. Action by the NAS-UWT had already ensured that thousands more teachers were being employed (page 3).

It was perhaps expected that Conservative strongholds such as Surrey, Cumbria and Lancashire should try to cut teachers but he said it was disappointing to find a Labour-controlled authority such as Barnsley also on the list.

Mr Cooper answered charges of unprofessionalism by asking if it was unprofessional to deny colleagues the right to employment.

continued on page 3

Crossword No 1,049



Across

1 This comprises Cook's failings (5).
4 When soft causes misery (diversion) (6).
8 Mowing tryids to unsnat Buster (7, 6).
10 Way to organize quavers (7).
12 At heart every newspaper has the urge to a runaway part-taysida (5).
12 Fashionably unfortunate in competitive progress (4, 5).
15 Thon portoice pays concurrently (5).
16 Produces fruit, alternatively vegetable (7).
18 One relatively about? (7, 6).
19 One by one (6).
20 Product of tool makers? (6).

Down

1 Mechanical manifestations (6).
2 The daily round, maybe, or a thousand ages (5).
3 Game for inferior detainees (9, 4).
5 Where gardeners are trained? (7, 6).
6 Pleasant enough not to lose all (7).
7 Tumultuous fellow from Brazil? (6).
9 Suggests the activity of one who has had a fitting time (4, 5).
12 Never look backward (7).
13 "And tell the other girls and boys Not to — with my toys" (N.T.S.) (6).
14 A university fellow is a totally beautiful boy (6).
17 Felonlously firing (5).

Solution to puzzle No 1,048

Chess

WITHOUT A PLAN

It is a sad fact of human nature that most games in chess are lost through blunders. At least this is so if one listens to the losers. But, once the games are examined one realizes that almost as many are lost for want of a plan.

This, too, is presumably part of human nature since it is a phenomenon that affects all classes of player and, conversely, the great players are great because they form just and true plans and never drift as we ordinary mortals tend to do at the drop of a hat.

If, as White, you start off without a plan, then quite inevitably you lose the initiative and in no time at all you are struggling for equality. And those players with the black pieces, who are likewise without a plan nearly always lose in such speedy fashion as to render them liable for reproduction in collections of brevities or miniature games.

Long experience has taught me that the saying "better a bad plan than no plan at all" has much truth in it. A bad plan can at least succeed against incorrect opposition, but no plan at all is a direct ticket to the land of lost games.

Consider the following game from the recent British Championship at Portsmouth. The player with the white pieces, Andrew Whiteley, is a strong player who has represented his country with considerable success in Olympiads and he also came second at Portsmouth. But in this particular game, played in the first round before, presumably, he had found his touch, he soon loses because of his failure to form any sort of plan.

White: A. J. Whiteley. Black: E. Rayner. Q P Neo-Grünfeld Defence.

1 P-Q4		Kt-KB3
2 P-QB4		P-KKt3
3 Kt-QB3		B-Kt2
4 P-K4		P-Q3
5 Kt-B3		Kt-B3
6 B-K2		P-K4
7 P-Q5		Kt-K1
8 P-KR3		P-KR3
9 Castles		Kt-Q2
10 P-KKt4		P-B4
11 P-Kt5		Kt-B2
12 P-B4		P-KKt4
13 P-QR4		P-Kt5
14 Kt-Q2		P-KR4
15 P-R5		Kt-Kt4
16 Kt-B4		Kt-R2
17 Kt-Q3		Kt-B3
18 Kt-Kt5		B-Kt5
19 Q-Q2		B-Q2
20 Kt-B4		B-B4
21 Kt-Q3		B-Kt5
22 Kt-B4		B-B4
23 Kt-Q3		B-Kt5
24 Kt-B4		B-B4
25 Kt-Q3		B-Kt5
26 Kt-B4		B-B4
27 Kt-Q3		B-Kt5
28 Kt-B4		B-B4
29 Kt-Q3		B-Kt5
30 Kt-B4		B-B4
31 Kt-Q3		B-Kt5
32 Kt-B4		B-B4
33 Kt-Q3		B-Kt5
34 Kt-B4		B-B4
35 Kt-Q3		B-Kt5
36 Kt-B4		B-B4
37 Kt-Q3		B-Kt5
38 Kt-B4		B-B4
39 Kt-Q3		B-Kt5
40 Kt-B4		B-B4
41 Kt-Q3		B-Kt5
42 Kt-B4		B-B4
43 Kt-Q3		B-Kt5
44 Kt-B4		B-B4
45 Kt-Q3		B-Kt5
46 Kt-B4		B-B4
47 Kt-Q3		B-Kt5
48 Kt-B4		B-B4
49 Kt-Q3		B-Kt5
50 Kt-B4		B-B4

(a) This leaves White weak on the central black squares; better was 8.Kt-B3.

(b) An indifferent move that reveals almost a bankruptcy of ideas; against 11.Kt-Q4 Black has the powerful 11 . . . P-B3. Nor seems either B-B4 or B-Kt5.

(c) The tempting 13.P-Q6 fails against 13 . . . Kt(R4)-B5 winning a pawn.

(d) Exchange of Queens leaves Black with considerable pressure on the Queen-side; while after 14.B-Kt5, QxQ; 15.KtxQ, Kt(Kt3)-B5 White must lose material.

(e) Best is 17.B-B1, but even then Black has an winning game after 17 . . . BxP; 18.R-Kt3, etc. Now, however, comes a startling and crushing move that forces the win for Black.

(f) Not at once 18 . . . Kt-B7 on account of 19.RxB, QxR; 20.B-K4 threatening the Rook.

(g) Whereas now if 21.B-K4, Q-Q6 threatening the Rook.

Harry Golombek

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Doomwatch days

Lancaster University (left) was the setting for an outspoken meeting of the British Association for the Advancement of Science. With the state of the economy in their minds, Britain's scientists and engineers were particularly hard on those among their numbers dedicated to pure science and research that did not put the economic interests of the country first. There were calls for more down-to-earth research and a greater emphasis on training technicians. One vice-chancellor even demanded a return to an unashamedly elitist education system. And schools came in for criticism for putting young people off jobs in industry.

Conference reports pages 6-9
Pictures by David Kilpatrick
Edited text of Sir Alex Smith's speech to the BA page 2

First for firing?

Oxfordshire's teaching force is to be cut by one in ten to save £3.25m from the education budget. Nearly 200 jobs can be saved by leaving posts vacant page 3

Tipple tattle

Two reports this week allege heavy drinking by schoolchildren. But the anti-alcoholism bodies say that public fears are becoming exaggerated. Mark Jackson reports page 4

Tameside: all over bar the shouting

With the selection process finished at last, and only the last batch of appeals still to be heard, every 11-year-old in Tameside should now be in school. But the teachers still have plenty of problems page 5

Learning for life

Gabriel Chanan and Harry Rée offer some contrasting ideas on how the curriculum should be shaped in response to the world outside school. pages 20, 21

Cockpit to plaie howse

Heather Neill on the Cockpit theatre summer project page 22

Extra: Children's literature

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Mr Lambert stated; exchanges; standards and values; NUT ban in Sweden; value of experience; schoolboy howlers.
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Noel Entwistle on evaluating learning; society, government, education, English literature.
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The price of The Times Educational Supplement goes up from 12p to 15p this week. New postal subscription rates are: 12 months, £18.20; six months, £9.10; three months, £4.55. See back page for airmail rates abroad.

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The British predicament

Needless to say, the distress signals from this year's British Association about the British predicament, and the failure of the education system to do anything about it, never added up to anything that might help a government to plan priorities and action. Perhaps the general muddled thinking on the relationship of education to industrial decline is best shown by Mr Charles Carter's contribution. He managed to attack schools' preoccupation with the less able, while at the same time demanding a much higher level of scientific understanding in the population generally, and called both for special resources for the highest levels of ability and more and better sub-graduate technicians.

Sir Alex Smith put his finger on the central question when he urged people in both schools and colleges to move from narrow professional worries and consider how education can do something to improve resources available for public spending in general.

It is easy to apportion some of the blame for the trend in the last decades for the most able to take jobs anywhere but in manufacturing industry. University teachers have done little to back up the appointments boards who try to persuade students that industry offers a challenging career for graduates: in ignorance of the reality of industrial management, they continue to propagate the values that send the brightest students into university teaching, the public sector, the City of London or the media.

The Government, in curbing industrial salaries and profits while they have let the public sector rip, have materially reinforced the message. It may not be too late for a determined campaign to bring universities and industry together to have some impact, but by itself this will not be enough. It will have to be reflected in social policy generally and there is no evidence that this will happen.

No more occupations—yet

From aspirants to a profession associated with intelligence and responsibility the decision by student teachers last week not to recommence occupation of their colleges as soon as next term begins was not unexpected.

It was certainly realistic. The academic year has a different feel in October than in June. There is a full programme waiting to be started on and no fewer than one third of the college population—those beginning their first year—particularly eager to get on with it, and not too appraised of the concern exercising their seniors. Applications for jobs have not yet started to go out from the final year and, more relevantly, the rejections have not started to bounce back in.

And there is teaching practice. With a statutory minimum prescribed for each student any disruption of that can only rebound upon the students themselves.

But then this always has been the weakness of student protest. If, as producers, they produce anything at all it is only themselves, a process which does not qualify them for being involved in the world of work, as the Trades Union Congress pointed out to them when they tried to join. Students cannot strike, but can only boycott lectures. They are the only sufferers. For their tutors life is made easier.

Occupation of administrative buildings affects non-academic staff. The friction that has resulted here is one of the reasons why the NUS has recently had to conclude an agreement with the college staff's union, NALGO. There is no guarantee it will mollify feelings at individual college level. What a situation certainly does is reinforce the idea in the minds of workers in the college and outside that the teachers regard themselves as something of a special case, and speaker after speaker warned against this danger.

But the students' lack of industrial muscle does not condemn them to impotence. Their resolution, which stopped short of resuming sit-ins, still contained no fewer than 30 instructions to the NUS executive on how to campaign. One of the most important of those was to liaise with and support the teacher associations. They do have some weight, but even they are almost unique among unions in that when they go on strike they save their employers money.

Coping with toping

No more than one paragraph in a report to a community health council was sufficient this week to flood the media with a spate of stories of 16-year-olds stumbling back to their desks after Hogarthian lunch hours with gin bottles. The stories simply coloured in the outline of a problem which has been known to teachers, possibly more than parents, for some time: that the young are experimenting with alcohol earlier than they used to.

The alarmists must recognize the development as no more than logical. After all, if puberty, voting, shaving, driving cars, sex are all crowding into the adolescent life style sooner, it would be odd if strong drink escaped. And some parents may even be thankful that a social habit honoured by the psalmist and fortified by history appears to be replacing the alien clinical cult of raking in intoxicants through the lungs, the pill bottle or the syringe.

But an over-indulged habit amounts to a problem and where it affects the young the element of adult responsibility becomes pertinent. But here, "don't do as I do, do as I say" becomes more than ever confusing.

Television playwrights perpetually pressing glasses into the hands of their characters, the brewers' massive budgets carefully crowding mixed groups of young people into their advert pubs, the immature boasting of adults, even some parents, before impressionable children—all bringing on, not putting off, young children from alcohol. The amount of pocket money, often honestly earned, that teenagers have and the supermarket availability of drink, compound the dangers.

Prohibition is a practical impossibility and a permissive society gives no encouragement to total abstinence. The only course can be an educated introduction to the pleasures of moderation and the manifest dangers of excessive indulgence. For parents and schools alike this should not be so difficult as dealing with the drug menace. For it became elevated into an exclusive teenage status symbol, that parents and teachers were ignorant and frightened of. Ale, and the fermented juice of the grape have too long a social history for the adolescent to capture and convert into an esoteric cult.

Storming the ivory tower

Sir Alex Smith (above) this week claimed that the academic bias in education contributes to Britain's ills. He was speaking at the British Association meeting in Lancaster. This is an edited version of his speech.

There is a desperate need within the education service for a little more common honesty and for some self appraisal. Is the sense of disillusionment with education, indicated by the loss of preference among the various social services, justified? . . .

We ought to be asking: how did the present economic conditions come about? Are we in education in any way responsible for them? Never mind whether the bulk of responsibility may lie elsewhere. Let us just ask how much is attributable to us in education? And if some of the responsibility can be placed on us, what do we do to put it right? Instead of loud protestation against cuts in public expenditure, maybe we ought to be doing something to increase the resources available for public spending. . . .

There are two particular trends over the past 10 to 15 years to which I would like to draw attention. The first is the rapid growth in the number of people studying for degrees, coupled with the decline of those studying for HNCs and HNDs.

The second is the growth in the number of students taking social, administrative and business studies courses, while the number taking courses in engineering and technology has declined. . . .

These trends are alarming enough; yet some of the details are even more disturbing. Engineering and technology cover a range of subjects; within them production engineering is a study for which there is very little demand in view of its importance. In advanced courses in further education, for every new student enrolling in 1973 to study production engineering there were five in economics, 12 in law, 16 in sociology and 40 in business and commerce.

Let us look now at what has happened to education for young people who are already at work, based on day release or block release from their employment. In 1962 the Minister of Education appointed the Henniker-Heaton committee to report on ways of increasing "release from employment to enable young persons under the age of 18 to attend technical and other courses of education".

The committee reported in 1964. It recommended that the number of boys and girls obtaining release from employment for further education should be doubled from 250,000 to 500,000 at the rate of 50,000 a year. And it went on: "We appeal for the interest and active assistance of every individual who is in a position to further this work in his personal capacity. The task is of immediate national importance."

What has happened in practice is a steady decline since the mid-sixties of the under-18s obtaining release from employment. It is a sad story of neglect. . . .

The proportion of young workers who get release to study is about 20 per cent in this country. In West Germany it is 85 per cent. This form of education, described as "vitally important for the future well-being of the nation" "a task of immediate national importance" has obviously received no support. Priorities have gone elsewhere, to other forms.

Given the choice between expanding the provision for full-time higher education and improving the provision for the day release student, I know where my preference would have gone. I would have given the day release student the good facilities, the good libraries, the good common rooms, the good class rooms, the good environment, the best teachers too. The best in education ought to go to those who are already earning their living. I would have made that choice because of a clear strong conviction that good education must be based upon a partnership between educators and the rest of the community. Had the education system followed that course, I venture to give my assessment that it would have made a much better contribution to our social and economic well-being. But it was not to be. . . .

In many ways the contrast between the Robbins report on full-time degree education and the Henniker-Heaton report, and what happened to them, sums up the malaise that afflicts our education system—the preference for status at the expense of service. The Henniker-Heaton report had in it the seeds of good foundations for our social and economic well-being, but it lay neglected. The Robbins report started the boom expansion towards degrees, attained by full-time study in well-built and well-equipped institutions. It was all systems go. Yet the Robbins report contained one big flaw—the assumption, expressed without any doubt, that a large stock of well-educated people is unquestionably good for the country. It is an assumption that is wrong—if the process of educating them is such as to create in them a dislike for being involved in the processes whereby the country earns its living among nations. . . .

Over the past 20 years percentage share of the export of manufactured goods achieved by the main manufacturing countries has dropped from about 20 per cent to about 9 per cent. The ratio of our exports to imports of manufactured goods has changed from exporting twice as much in the way of manufactured goods as we were importing, until now we import more than we export; the import of machinery as a proportion of the gross fixed capital formation has increased until now it is more than 50 per cent. The value of the pound has declined by about 30 per cent in relation to the dollar since the mid-sixties.

Finally, the trend in the number of unemployed over the last generation, from the beginning of the 1950s onwards to the high levels which exist today is the most worrying indicator of our present social and economic well-being—for, if one looks behind the peaks and valleys, the recession periods and the booms, there is a very definite increase going on all the time. Unless some new influence manifests itself it is going to continue to get worse, with the average level of unemployment growing to well over a million.

Do these trends constitute a crisis, or do they amount to something else? A crisis is a temporary malfunction; with some temporary measures, temporary sacrifices, temporary hardships, one can put it right. Here we are dealing with something different—a protracted period of decline, a kind of creeping palsy in the system; a climacteric, it is called, and the strategy for dealing with it has to be different. The decline in our social and economic circumstances may well be attributable to many causes but our concern is to ask whether any of the responsibility is attributable to education.

Both the trends in our social and economic well-being and the trends in education are attributable in some measure, I think, to the same underlying social cause—to the lack of esteem given, in our country, and in our education, to skills in doing, making, designing, developing, creating, manufacturing, compared with the high esteem given to academic study and scholarship, to analysis and to research as the proper pursuits of the mind.

For generations the overriding influence in education, the respect given to academic abilities, has nothing wrong with it, wrong is the associated assessment that those who make, who design and who market and manage, are of similar esteem, have become synonymous with dominant developments in scholastic attributes, relegated to an inferior position of the wide spectrum of talents and abilities to be developed. As a result, taken upon itself a narrowing interpretation of the concept of education, and now, has a surfeit of the treatment of analytical abilities and of code, commentary, and not of the development of ingenuity, inventiveness and vision in design and manufacture.

We need, and now, an educational climate that corrects that imbalance, understanding that what we need . . . is the creative civic sector of the economy.

The relationship between education and industry is a vicious circle. Contrast, not go. Contrast the relationship between academic careers in industry are attractive, able people are attracted.

We need somehow to break the vicious circle of divorcement between education and industry and to create a virtuous circle into a similar benign motion of how to ensure the enhancement of both, not in the trading day release, but in the development of the sandwich course, part-time education in its broadest expression for it is in the recognition that the education for most people is not that which is confined within the confines of the traditional institution, but is partly in an industrial setting and partly in an educating environment, perhaps a better way of this concept.

I see this as the key requirement too for the 16 to 19 age group on which so much is being focused now. There is a danger here—that there will be created a new modern sector of education which it is so designed and so staffed that some of the brightest people will want to follow the traditional route. I see the value coupled into the kind of Schools Council idea from which I hope will flow.

What I foresee, then, is that whereas there will be a proportion of young people, academically going on in the conventional way to higher education—before going to need good chemistry, physics, good mathematics, languages, and so on—there will be another stream, perhaps more no less able, who will have different educational needs.

That is my suggested strategy, and the underlying strategy is very much one that, if policymakers in education were to declare such a strategy would give a great boost to people in education and to the public at large, perhaps even internationally . . . so that education might even give a lead in flagging value of our own workers and teachers.

It is a fascinating assignment. It is a challenging assignment. It is one to give in its scope, it is climacteric, it is called, and the strategy for dealing with it has to be different. We are groping for ways of enlarged concepts of education, much larger than the present concept of the development of the individual's intellectual abilities. . . .

The professional task is to accomplish that; it means a partnership between government elsewhere who have the responsibility for the overall and accountability for the use of resources.

It is much more than a question of education for scholarship. The idea for scholarship has been around for a long time, but the concept of education for service is exciting, it is the way forward.

Sir Alex Smith is director of Manchester Polytechnic and chairman of the Schools Council.

Oxon staff may lose jobs

by Philip Venning

Some Oxfordshire teachers are almost certain to be made redundant next year as a result of a decision made this week to cut the teaching force by over 500.

The National Union of Teachers is now planning a half day strike on September 21 when the county council will be holding a special meeting to approve overall cuts of £5m in the county's budget for next year. On Tuesday cuts of £3,250,000 in the education budget were agreed by the policy and resources committee. At no time were the cuts considered by the education committee.

To achieve the saving the teaching force is to be literally decimated—the equivalent of almost one in 10 full time teaching jobs are to disappear.

This will mean the pupil teacher ratio in primary schools will jump from 23.5 to 25.5 to one, and in secondary schools from 17 to 18 to one. The proposals also include a reduction of 10 per cent in allowances for school books and equipment as well as cuts in buildings and non-teaching staff.

The committee estimates that £1,746,000 can be saved without having to consider the redeployment, early retirement or redundancy of teachers. But to make up the difference 492 full-time teaching posts and 148 part-time posts will have to go.

Mr Jack Stedman, local NUT secretary, said that though some of the reduction in teachers could be achieved by not filling vacancies and by not employing part-timers, some full-time teachers would inevitably have to be made redundant.

He did not accept there was any need for cuts on this scale. The county council had claimed this was in response to Government pressure, but this was not so. No other council had felt the need to make such large cuts.

Mr Max Morris, chairman of the NUT's action committee, said: "If this is a harbinger of things to come, education is on the path to catastrophe."

Sanctions threat over class sizes

Stockport education authority could be faced with sanctions by members of the National Union of Teachers if class sizes are not reduced. The teachers are meeting this week to decide if they should refuse to take over-size classes.

The authority has the worst primary school staffing ratio in Britain. There are 27.9 pupils for each teacher. The national average is 23.9 to 1. It is also 76th out of 104 in the secondary staffing table.

The NUT's action committee recommended at the weekend that the Stockport association should take action, including a ban on standing in for absent colleagues. This is the first time the union has taken the initiative in industrial action. The matter the committee has waited for local associations to ask for permission to act.

Leaders of the union met the local authority last week to ask for an improvement in the staffing ratios. "They were told there was no chance", a NUT spokesman said. "Stockport is the worst authority, and the action committee felt it had no alternative but to propose sanctions."

A half-day stoppage by NUT members in Oxfordshire had already been authorized by the union in anticipation of the cuts announced this week. The strike coincides with a meeting of the county council on September 21 and teachers are expected to demonstrate and lobby councillors.

Sixty-seven teaching posts in the London Borough of Bromley will now be filled after the union started its "no-cover" sanctions last term. The authority agreed during the summer holiday to advertise the vacancies and make appointments.

The union's tougher policy includes refusing to cover for teachers who are absent for more than a day, a ban on covering for unfilled vacancies and refusal to teach classes of more than 35.

NUT members in Cumbria, Devon, Knowsley, Lancashire, Leicestershire and Surrey will continue their sanctions this term as part of the union's campaign to preserve jobs.

The National Association of Schoolmasters—Union of Women Teachers is stepping up its campaign and is adding Berkshire, Burnsley and Knowsley to its list of areas where a no-cover rule will apply. It is at present taking action in Bromley, Buckinghamshire, Cleveland, Derbyshire, Gloucestershire, Lancashire, Lincolnshire, Surrey, Staffordshire, Cheshire and Cumbria.

The objective, according to Mr Bernard Wakefield, assistant general secretary, is to achieve greater teacher employment. "The authorities are forced to bring in a supply teacher. "This is obviously temporary employment, but it does create jobs."

TUC horror at child vandalism

Delegates at the TUC congress in Brighton this week expressed concern at the growth in vandalism, particularly among young people, including eight to 10-year-olds.

They called on public authorities to remember the effect that restrictions on social services would have on vandalism and anti-social conduct. Mr John Allan, NALGO, said vandalism was one of the major problems and scandals of our time. "It surrounds us with ugliness and squalor and attacks the quality of life", he said.

Cuts attacked

continued from page 1

Mr Laurie Sapper of the Association of University Teachers, in his first speech to the congress since his association joined the TUC said delegates should not fall into the trap of posing one sector of education against another. Unemployment among university staffs was 15 per cent, three times the national average, he said.

Mr D. Marsh, National Graphical Association, said education was not a priority but a necessity. It was an indictment of the Labour Government to quote examples of cuts. "We should give the maximum amount of support to the teachers."

The composition motion on education cuts firmly stated the TUC's opposition to any reduction in the level of finance to local authorities. The effects would be most severely experienced by the more deprived and disadvantaged families, the young, the old, the sick and infirm and would lead to increased unemployment among local government workers and teachers.

The congress recognized that spending on educational services had never been adequate yet it was an indispensable investment. It declared that "reduction in present and planned expenditure will irreparably damage the educational opportunities of children and young people" and urged the Government "to invest in education and training in order to combat juvenile unemployment and to ensure full provision of educational opportunity in the several stages of life".

The congress called on the Government to revise its spending targets and make more money available for schools, nurseries, the 16 to 19 age group, adult education and the careers service.

'Real equality' demanded

Better chances for working-class children to get to university was demanded by Miss Sheila Brenner, of the Association of University Teachers.

The Universities' desire to provide greater opportunity was inhibited by the large number of young people who left school at 16, she said. There was also a shortfall in proper provision for continuing education to help mature students.

The conference urged the TUC General Council to pursue its efforts to achieve real equality of opportunity.

Nurseries 'essential'

A national campaign for more nursery schools and better child care was urged by Miss Sarah Boston, of the Association of Cinematograph, Television and Allied Technicians.

Congress deplored the cuts in nursery education, the ACTT motion said. Nursery classes and approved child care facilities were essential for women's equality.

'Buy Fircroft'

The TUC was urged to buy Fircroft College, Birmingham, and run it as its own educational institution.

The college was closed earlier this year by its governors after a dispute with the staff, most of whom have been declared redundant. It provided courses for trade unionists who had been denied education in their youth.

Mr Stan Davison, ASTMS, said the college should be blacked until the dispute has been resolved. Approaches should be made to Mr Mulley with the aim of getting the TUC to run it.

More jobs for young urged

A package of measures to ease youth unemployment was demanded from the Government by delegates at the TUC conference in Brighton this week.

A composite motion supported by 11 unions urged the Government to take urgent steps to reduce unemployment among young people, and expand apprenticeships and other training opportunities.

The Manpower Services Commission should be granted greater power to provide jobs for young people, the motion said. Selective assistance to firms who were taking on youngsters was also called for as well as measures to encourage more full-time and day release courses for 16 to 18-year-olds.

Woman keeps age secret and loses varsity place

by Bert Lodge

A mature woman student at Yeovil college of further education has renounced a university place rather than reveal her age to a GCE examining board.

Mrs Brigid Waite, of Ryme Intrinseca near Sherborne, was offered a place next term at Southampton university to read English and media studies. This was conditional upon her GCE results of which one was O level French.

She has now been told by the Southern Universities Joint Board that because she refuses to give her date of birth she can no longer be regarded as a candidate. The board has offered to return the examination fee but Mrs Waite has refused it.

"I'm so upset by the whole thing that I have told Southampton I no longer wish to take up the place", Mrs Waite said this week. "It's really only a matter of principle to me, but what if it were some younger person whose career was threatened by the board's attitude?"

Mr K. K. Gilkes, deputy secretary, said at the SUJB offices in Bristol that Mrs Waite's birth date was needed because the board's regulations specified that the date of birth of successful candidates appeared on certificates.

"We take the view that the college is our representative in that matter. It should have told Mrs Waite that it could not accept her candidature unless she supplied her date of birth." He said the matter would be discussed by the board at its December meeting.

Mr Fred Janes, principal of Yeovil college, said students had been taking SUJB examinations only for the past two years. Before that the college entered them for Associated Examining Board papers.

"The AEB is satisfied with the entry 'adult' for mature students—they don't require the exact date of birth," he said. "We thought when Mrs Waite left the space blank she had forgotten and we didn't think anything about it. Then when the board said we had to get the information, and we tried to, it became apparent that Mrs Waite was refusing as a matter of principle. I'm a little puzzled that she is willing to throw so much away," he added.

Mrs Waite, mother of a grown-up son, admits being "over 21." She said she was confident she had passed French O level. She already has A levels in law and government. On Tuesday she went back to Yeovil college and enrolled for a Higher National Diploma course in business studies.

L.e.a. warns rebel parents

A group of parents who are running their own school out of dissatisfaction with the schools allocated their children have been threatened with legal action by the local education authority.

The school, in a scout hall in Wallington, Surrey, opened on Tuesday with 20 pupils. Last year it had 47 pupils on the opening day of the autumn term.

Mrs Jean Shaw, of Westminster Road, Sutton, whose daughter Jacqueline attended the school for the whole of last year but has now been offered a place in a grammar school, said the parents had been served with notice of intent to bring an attendance order against them.

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Lodgings plea

A telephone clearing house for student lodgings has been set up by five colleges to cope with 10,000 new students expected in London for the new term.

The polytechnics of Central London, North London, Middlesex and South Bank and the St Martin's College of Art have also combined in a two-week advertising campaign in national and local periodicals costing £4,200. A similar drive for lodgings last year cost £2,700 and secured 1,800 additional places, an average cost of £1.50 for each student placed.

The number for landlords who can offer accommodation is 01-636 4991.

1776 exhibition

More than 300,000 people have already visited the 1776 Exhibition which opened at the Maritime Museum, Greenwich, in April to celebrate the bicentenary of the American War of Independence. The exhibition which is sponsored by *The Times*, *The Sunday Times* and Barclays Bank, was due to close at the end of September but has now been extended until October 24.

Mondays, from 10 am to 3 pm, will continue to be reserved for prebooked school parties. Requests for school bookings should be addressed to: The 1776 Exhibition Office, The National Maritime Museum, Greenwich, London SE10 9NF.

Myth of the teenage drinker

Teachers are the best people to deal with teenage drinking, say the anti-alcoholism organizations.
MARK JACKSON reports

Leaders of the anti-alcoholism organizations are worried that the growing concern about child drinkers may develop into a national scare. They fear the emergence of a myth which would intensify the problem.

The organizations have come under pressure from youth leaders and some of their own field workers to start a vigorous public campaign against juvenile drinking.

This week national newspapers headlined an allegation by a North London community worker that children in some Hampstead schools were drinking up to half a bottle of spirits during the lunch break. More serious alarm, however, is likely to be caused by a report to be published in the next few days of a detailed survey of teenage drinking in the Coventry area.

This survey, carried out by the Coventry and Warwickshire Council on Alcoholism with the help of Lanchester Polytechnic, suggests not only that most of the 11 to 21 age group drink regularly, but that a significant number, including some of the under-13s have serious drink problems.

Nearly 1,200 schoolchildren and students in the city were covered by the survey. It revealed that of the under-13s, more than half the boys and nearly a third of the girls drank at least once a week, as did more than three-quarters of the boys between 14 to 17, and nearly two-thirds of the girls. Among the 18 to 21-year-olds it was more than 90 per cent of both sexes.

Of the drinkers among the boys under 13, 6.5 per cent admitted to two or more of a set of symptoms which the researchers regarded as evidence of alcohol abuse. These include loss of memory, solitary drinking, alcohol before or instead of breakfast, drunkenness regularly leading to aggressive behaviour, spending most of their money on liquor.

Of the 14 to 17-year-olds, 26.6 per cent of the boys and 15.7 per cent of the girls reported two or more of the symptoms. In the oldest group, while the percentage of girls with the symptoms was the same, the proportion of boys reporting them rose to 42 per cent.

Mr John Charnley, director of the council's information service, who ran the survey, believes that the figures indicate that there is a large scale problem, and that many children are in danger of developing a psychological dependency on alcohol. He wants an urgent national drive to be mounted along the lines of the anti-smoking campaign.

Vice-Admiral Sir Dick Caldwell, director of the Medical Council on Alcoholism, who had not yet seen the survey report, said this week that the council was likely to resist any suggestion for a public campaign aimed at the young, which might be counter-productive.

In the past year the council had become increasingly concerned about teenage drinkers, but it was anxious not to create a public myth linking drink and the young as a special problem. "There are all kinds of signs indicating an increase in drinking in the young which appears to be a global phenomenon, but we do not know to what extent it merely reflects the increase in drinking throughout our society.

"There is a lack of hard data. We are trying to establish from the youth clubs and the schools what the situation really is and the best method of tackling it. We feel that teachers and parents may be the best people to handle the problem, given the right help and information."

The council and the other main organizations carrying out adult alcohol education have joined the Inner London Education Authority to review their whole approach to combating excessive drinking among children and teenagers. They are serving on a joint committee sponsored by the Brewers Society. But the body primarily concerned with training teachers on how to deal with the problem is not represented.

Mr James Cowley, director of the Teachers' Advisory Council on Alcohol and Drug Education, said: "We have close links with the organizations involved and will be available for consultation. But we tend to stay in the background, working with the l.e.a.s in training teachers in how to approach the problem. We regard the teaching method as all important in this field."

Mr Cowley, like Sir Dick Caldwell, believes that it is vital to avoid defining the drink problem as "a norm of teenage behaviour".

Their view is shared by Miss Jean Greenfields, the Camden community worker whose survey of five local schools triggered off the newspaper reports on the lunchtime spirit drinkers.

She felt there was a danger of repeating the drug scare of the sixties, which is thought to have persuaded some teenagers that drugs were a normal part of their age group's experience. She now regretted having made public her discovery of the existence of the heavy lunchtime drinkers. She had referred to these in one paragraph of a long report to the North Camden Community Health Council dealing with drug and drink abuse among the population of North Camden.

All she had done, she said, was to report the result of her visits to five schools in the area—two of them independent—where there was undoubtedly a body of children who drank steadily during the school week, but not at home. Their parents did not usually know.

Teachers were aware of what was happening and concerned, but reluctant to accept responsibility because they don't think they can do anything about it. The answer is not scaremongering, but to educate teachers in how to approach the problem."

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British staff join strike for union recognition

from Mike Duckenfield

British and American teachers at the Anglo-American School in Stockholm are on strike over a dispute about union recognition and renewal of teachers' contracts.

Now in its second week, the strike, by members of Sweden's largest teachers' union, Sveriges Lärarförbund, is being supported by both the National Union of Teachers and another Swedish union, Lärarnas Riksförbund.

The NUT is joining in attempts to stop British teachers being recruited for the school and is supporting the Swedish union's seven-week-old boycott of new staff until the school, a private fee-paying institution, agrees to a collective agreement on wages, conditions and job security.

All but eight of the 25 teachers, mostly British, are on strike and the school has had to be temporarily closed. Meanwhile, the school and unions have entered preliminary discussions on an agreement, following the appointment of an arbitrator.

Previously, the school's board of 14 governors, under the patronage of the United States Ambassador, Mr David Smith, had refused to start talks unless the jobs strike was lifted. The union, however, refused.

The dispute, which is being keenly watched by several other organizations recruiting teachers in Britain, started when contracts for two teachers were not renewed at the end of last term and they then sought work permits for their placements—two from Britain and one from the United States.

This was the usual practice of the school, which makes many new Anglo-Swedish tax agreements under which guest teachers are engaged for periods of two years or more, but which allows the school to hire cut-price staff on one- or two-year contracts.

The Swedish teachers' union, however, claims that such contracts conflict with a law on job security passed two years ago which states that employees given a certain amount of work in one year must be offered at least as much work, or be paid equivalent wages, next year.

Caning case: father fines

A Croydon father, who was fined last week for keeping his son away from school to prevent him being caned, is now considering sending him to another school where corporal punishment has been abolished.

Mr George Happe was fined £10 plus £50 costs for keeping his son Tony away from Monks Hill School, Croydon, for four months. He objected to the headmaster's decision to cane Tony for allegedly taking another boy's bag.

He had originally refused an alternative place at Tavistock High School, because it was seven miles away. But after the court case he decided to reconsider this offer.

In court Mr Norman Russell, prosecuting, said the question was whether the head could run the school at his own discretion or whether parents could intervene if they did not like the way he was doing. "I make no apology saying that if the latter is accepted it would be totally unable for any school."

Mr Peter Jones, the acting head, said that the guidelines on caning had been observed, that the boy had refused to take the punishment. When his father had continued to oppose this he had been suspended. Mr Jones said he would only take him back if he accepted this punishment, any in the future.

Mr Howard Levenson, legal officer of the National Council for Civil Liberties, who was defending Mr Happe had rights under the 1944 Education Act and the European Convention on Human Rights to object to a "sadistic, inhuman, violent, and ineffective" punishment.

PERSONAL COLUMN

John Rae

Reds under the school beds

I hesitate to think what Dr Rhodes Boyson would say if he heard some of the speakers who regularly address boys in public schools. It is a commonplace for people who advocate that public school boys should hear speakers from every part of the political spectrum, to cry "indoctrination" when the same principle is applied to maintained schools.

I once worked out a press statement to use if any MPs complained that I had allowed a visiting speaker to indoctrinate the boys. For 400 years the statement ran, "this school has encouraged independent thought and does not propose to change now just because some parliamentary dogs with servile minds come baying at its door."

But the complaints never came and the statement which I grew rather fond of as I rehearsed it over the years, was never used. (There was a complaint that I had allowed *Midnight Cowboy* to be shown at the school film society but I did not have the wit to adapt the statement in time.)

What worried me about Dr Boyson's complaint in this particular case was not so much that his own judgment was faulty (he is resilient enough to surmount that criticism) but that his hasty over-reaction might tend to inhibit or discredit serious attempts to discuss the extent of political indoctrination in schools. I realize that this is a sensitive subject and that it would be difficult to establish criteria for judging when indoctrination has occurred.

At one extreme, I know that as years ago an intelligent boy at my school was recruited by the local cell of the International Marxist Group. So effectively indoctrinated that rational discussion with him on any political topic was impossible, but in some way that rational discourse with anyone whose mind is closed is impossible. I hope it would not be disputed that where this has happened—where one person has succeeded in closing another's mind—indoctrination has taken place.

When a group like IMG seeks to indoctrinate a boy or girl it does so in a professional and methodical manner. It knows what it is doing. At the other extreme is the teacher whose methods of indoctrination are amateur, even unconscious. He does not know what influence he is having on the children and is vaguely interested to win them over to his view of politics or society.

I guess he is a common phenomenon. Bernard Shaw's celebrated aphorism, "Those who can, do; those who can't, teach", might be amended to read: "Those who can't change society; those who can't change children." There is in many teachers (perhaps most teachers) a failed crusader. They dreamed of improving men's lot but they did not have what it took and they rage away at the children about them or that injustice that once fired their reforming zeal.

This amateur indoctrination does not worry me. Children are sharp. They see through a teacher very easily and when he rides his hobby-horse they are probably not listening, anyway. But professional indoctrination by IMG and other political groups does worry me. If Dr Boyson's wishes to direct attention to the indoctrination of young people, he would do better to look in that direction.

Heads demand inquiry as children get down to their work

by Stephen Cohen

Tameside

Every 11-year-old in Tameside should now be back in school after completion this week of all but the final stages of the controversial selection process.

On Monday 46 children were still being kept at home because the selection panel had not had enough information about them when the main selection took place in the holidays. Another 12 were having their cases considered for the first time.

Their parents had claimed that they had not received the letter inviting them to apply for the 240 extra grammar school places which were created when the council reversed plans to convert two schools into sixth-form colleges.

By the middle of the week both groups of parents had been told which schools their children would go to. Twenty-eight out of 58 children were chosen for grammar school.

The disappointed 30 have the right of appeal: if they do so their cases should be dealt with quickly now that the main appeals process has been finished.

On Tuesday parents of nearly 70 children were told the results of their appeals against the main selection decisions. Only a handful were upheld. The successful children have transferred from the secondary moderns, where they started the new term, to grammar schools.

The decision by the Tameside National Association of Head Teachers not to help the selection process does not seem to have affected the panel's ability to choose. The association reaffirmed its dispute with the authority last week during a highly charged meeting. The heads decided to give no supplementary information on children until conciliation procedures had been used.

They condemned the "totally unfair and incomplete" selection for secondary schools which had taken place "based as it has been on non-standardised and completely incomparable and inadequate information". They asked Mr Fred Mulley, the Education Secretary, to set up an inquiry.

They also unanimously deplored the action of councillors who entered schools during the summer holiday and took private and confidential papers.

The meeting was told that filing cabinets had been opened to obtain record cards for the selection panel. One head said that a private file had also been taken and a confidential document relating to a test had been left open on his desk.

Another said she returned to school to find a metal canister on her desk labelled "picks" and containing a variety of lock-breaking equipment.

The councillors' activities will form part of the agenda for the first meeting of the disputes machinery on September 20. The cases of teachers appointed to schools in anticipation of a switch to comprehensives will also be raised.

Mrs Janette Viggers went to work at Hyde Grammar School last week to find that her new job as associate principal responsible for girls did not exist. The school has remained an all-boys' grammar instead of becoming a mixed sixth-form college.

Her future is in the hands of many different people. The school governors, the education committee and officers and the unions are all involved. The contracts of more than 90 other teachers have also to be sorted out. They will not know until the end of this month if they are to be paid the increases which their contracts state are due or whether they will remain on their old pay scales.

Mr Charles Tweddle, deputy director of education, said they would be paid. It is believed that the authority could be in breach of the pay code if it awarded rises for jobs which did not exist.

Apart from the problems of selecting 11-year-olds for grammar school, the authority has had to deal with 190 16-year-olds from secondary moderns who want to continue their education into the sixth form. There are no sixth forms in their old schools and there are now no new sixth form colleges.

has been confusion since the O level examination results were announced.

It now seems clear that most of the older students will be taken in at Hyde and Ashton grammar schools which have a history of accepting transfers at the sixth form level from secondary moderns. About 85 are at Ashton, 24 at Hyde and the rest scattered throughout the three other grammar schools in the borough.

The grammar schools reported last week that they were having no difficulty in settling down at the start of term, although Ashton is having to use every available room for teaching, including a pottery shop and store rooms.

The fuss over Tameside's legal battles and the wrangling over selection have obscured the fact that three grammar schools have had a comprehensive intake this year. Audenshaw, Fairfield and Astley schools all contain children who would not normally have been regarded as grammar school material.

New courses may be introduced, although the schools have run CSE courses in the past for their own not-so-bright pupils. Mrs June Tracey, head of Fairfield High School, said no child would be pushed out unless the parents wanted her to leave.

Mrs Betty Hales, leader of the Tameside Parents' Action Group, met Mr Callaghan, the Prime Minister, on the steps of Manchester Town Hall during his visit to the North-West last week. She told him about parents' complaints and said that Mr Callaghan had asked what she would like him to do.

"I asked him to come to Tameside and see for himself. I also asked him to use his influence to get Mr Mulley to come, too. Mr Callaghan said he would do his best, but he felt it was up to us to settle the matter locally."

A report on the selection procedure will be presented to the education committee on September 28. It will be written by Mr Eric Beard, the retired head, who chaired the ad hoc panel.

Number of overseas students doubles in five years

The number of overseas students at British universities has more than doubled since 1971 and it has trebled in social, administrative and business studies.

Throughout the period 1971-75 chemistry and general arts continued to be the least sought after subjects among all students while dentistry and pharmacy were the most popular.

These facts emerge from the latest statistics published yesterday by the University Central Council on Admissions. They also show that numbers wanting to study medicine have increased by 50 per cent since 1971. They predict that for 1976 this figure will have fallen slightly while economics and engineering subjects will have increased in popularity. Chemistry will also have dragged itself up from bottom of the popularity table.

There were 5,462 overseas student admissions to British universities in 1975 compared with only 2,328 four years ago. This increase is not a straightforward reflection of an increase in applications. The number of students applying for medical subjects, for example, increased by 50 per cent—from 2,083 to 3,225—but acceptances went up by only 15 per cent, from 236 to 270.

At the same time an increase of less than 15 per cent in applications for arts subjects has resulted in a 60 per cent increase in acceptances. Overseas students accepted for arts subjects, other than languages, last year numbered 146 out of a 358 candidates. The figures for 1971 were 82 out of 335 candidates.

In a forecast of applications for 1976 UCCA predicts that medicine and English will be slightly less popular while chemistry will cede the bottom place to general arts.

Statistical Supplement to the 13th Report, 1974/75, University Central Council on Admissions, PO Box 28, Cheltenham, Gloucestershire, £1.25.

10,000 places still to fill

Thousands of pounds have been spent this week in an attempt to fill about 10,000 university places still vacant with only three weeks to go to the start of the new term.

Advertisements in seven national newspapers—including the Sun—listed 15 subjects out of 35 for which universities are still seeking students.

The advertisements are paid for by the Universities Central Council on Admissions which in a similar advertising campaign this time last year filled 9,000 places still vacant in September. They were taken either by candidates qualified for university entrance who had not thought about going or others who had applied, not got the university place of their choice, and had not applied to UCCA for another placing.

Vacant places exist in: education, engineering (except civil), technology, agricultural science, mathematics, physics, chemistry, geology, environmental science, economics, foreign languages, philosophy, theology, general and combined arts, classics.

Candidates who have not already applied should write to: UCCA, PO Box 28, Cheltenham, Gloucestershire.

Better the tutors you know . . .

Probationary teachers in Northumberland who have taken part in a pilot induction scheme are convinced their induction tutor should come from the staff of the school where they are working.

This emerges from an evaluation carried out by Mr Colin McCabe of Newcastle University School of Education. The scheme is one of two set up experimentally by the Department of Education and Science two years ago. The other is in Liverpool.

The department's original plan four years ago was to set up pilot induction schemes in five areas. It was suggested then that in some of the schemes the teacher-tutor might oversee a number of probationers working in different schools.

The majority of the 125 Northumberland teachers who started work a year ago are against that. While more than 80 per cent felt it was helpful to have one member of the school staff as their official teacher-tutor, less than half thought the tutor should regularly observe them teaching.

This tallies with the view of more than 80 per cent who felt a new teacher "needs to feel independent and responsible for his or her own work." They had no strong belief that their head of department would be of more help than an official teacher-tutor.

Mr McCabe questioned heads and senior teachers and found an overwhelming majority in favour of a teacher-tutor on the staff for probationers.

Northumberland pilot scheme. Evaluation report number 14. Induction Project Evaluation, School of Education, University of Newcastle upon Tyne.

OU fears more pressure to take in 18-year-olds

by Philip Venning

Sixth formers leaving school with A level passes in the next few years could find themselves studying at the Open University instead of at a normal university or college, according to Mrs Naomi McIntosh, pro-vice chancellor of the Open University.

In a book published this week she says that the Open University may well come under pressure from the Government to admit 18-year-olds because other higher education institutions will be too full.

Until 1981 the number of school-leavers applying for higher education is likely to go up sharply because of the rising number of young people in the population. But after then the number will fall.

If the Government refused to build new places at normal universities to meet this one-off peak of demand the Open University could be forced to take in 18-year-olds, Mrs McIntosh says.

At present the OU is restricted to older students. But because of pressure from Mrs Thatcher when she was Education Secretary it accepted a small group of 18-year-olds as an experiment. The OU was opposed to the plan then, and difficulties met with since seem to have justified its fears.

The OU is also worried because it is running through the pool of more qualified adults who want to study with it. Mrs McIntosh, in a detailed study of the background and qualifications of students, found that only 60 per cent of applicants in 1975 had any post-school education compared with 80 per cent when the OU first started.

"The OU is now starting to take a clientele newer to educational study than similar in many other ways. It may have to give it different support." The first batch of students was likely to have high motivation. It was not clear if this would be repeated.

The OU appeared to be middle class because so many students were in middle class jobs. "But if you looked at their fathers' jobs, as was done in the case of students at normal universities, the OU emerged as having a much higher working class intake. In 1971 2 per cent of students entering conventional universities had fathers in manual jobs compared with 52 per cent of OU students."

Most OU students had been to grammar school but had not usually followed the traditional route on to university. Many came from working class backgrounds, were successful in the 11-plus, and then for some reason or other failed to carry on with "the high status route". Even if they caught up later on it was usually by the hard way—part-time study.

On the other hand, many students, particularly the women, had consistent educations. "They have stopped in their tracks rather than deviated from their routes, and have done so for reasons which are usually related more to the social than the educational system."

A Degree of Difference by N. McIntosh, J. Calder and B. Swift, Society for Research into Higher Education, Surrey University, Guildford, Surrey. £4.80.

No more CEE tests, says exams board

The North Regional Examination Board confirmed this week that it would not allow any more experiments with the Certificate of Extended Education in spite of a letter from the Schools Council which says the experiments can continue.

The board told schools in June that it could not accept any new schemes next year because it thought the new examination would not be approved by Mr Mulley, the Education Secretary.

It was expensive in both time and money to mount new courses.

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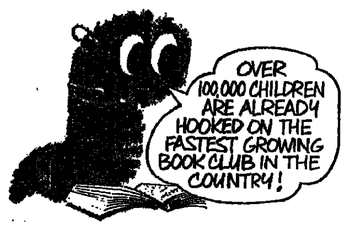

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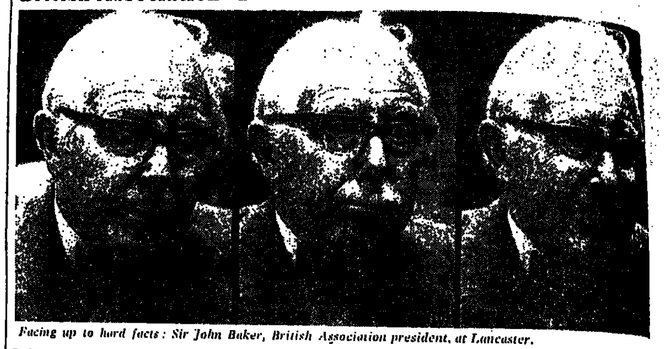
British Association—1



Facing up to hard facts: Sir John Baker, British Association president, at Lancaster.

Pure science takes a pounding

At the opening of the British Association for the Advancement of Science meeting in Lancaster last week, the president, Sir John Baker, warned of the folly of worshipping graven images like pure science when engineers were the ones with God-like powers of creativity.

Though engineers have often talked this way about the depressed status of their profession, this meeting produced a blast of similar sentiments from a wide range of speakers. They complained about the growth of the humanities and the need for more applied research and better technical education below degree level. Many seemed to want less capacity for social comment and more for producing the goods.

Sir Alex Smith, for instance, who is chairman of the Schools Council as well as director of Manchester Polytechnic, was among those who regretted the priority given to the expansion of higher education while technical education for those who left school at 16 was neglected.

The theme of the education section—post-compulsory education—meant Lancaster University's school of education, which contains an institute devoted to the study of just that, was allowed to blow its trumpet, and it turned out to be in harmony with the views being expressed elsewhere in the conference. Professor Alec Ross, the director of the school, made it clear that higher education had done a good job but now it was time to attend to the priorities of the 16 to 19-year-olds.

Others, though, were not so sure that such a good job had been done, and they were looking for a reversal rather than a change of priorities. Among several calls for grants for 16-year-olds was a suggestion that they should be financed by replacing grants for university students with loans.

Many of the views expressed were strong on assertion but weak in substantiation. There was no figures, for instance, demonstrating the need for more technologists, or the technicians each one seemed certain were needed to do the technologists' bidding. Dr Charles Carter, economist and vice-chancellor of Lancaster, said there was no increase in engineers' pay to suggest shortages. He thought the trouble was that the quality of the people education turned out. And schools put people off the sort of activities that make the country its living. He wanted an end to comprehensive schooling and the notion that to accept that some abilities were worth more than others.

Clearly these concerns did not come to the fore simply because it was the engineers' turn to have the presidency of the BAAS. But the apparent unanimity among those who spoke should not be taken as a sign of total agreement throughout the BAAS generally, let alone in the wider scientific community.

Although the association's meeting is famed (and diffuse) an occasion to emphasise disagreement, there were those who opposed these calls to action (or reaction, depending on your point of view). Professor Robert Audley of University College, London, used his presidential address to the psychology section to affirm that, whatever else they were, ivory towers were made of durable and reliable stuff.

Foreseeing a rising clamour against pure science research and training, he said exploration of man was needed as much as exploration of North Sea oil fields. Surviving was important but so was the knowledge about ourselves in our world that made survival worthwhile.

Reports by Bob Doe

Back to elitism and expertise

Schools had much to answer for in Britain's industrial decline, according to two vice-chancellors.

Because of their pre-occupation with the needs of the less able and their bias against manufacturing industry, fewer brilliant, creative minds for essential design and development work were being produced, Dr Charles Carter, vice-chancellor of Lancaster University, told the economics section.

This, together with the high pay available in the public sector and taxation and incomes policies which prevented high ability from being attracted to where it was most needed, meant that fewer first rate brains were being created, distributed properly or even kept within the country.

"I recommend the adoption of an unashamedly elitist education for the highest level of ability—not, of course, socially elitist, but providing special educational resources." He also wanted special efforts to lead public opinion towards an understanding of the importance of industrial excellence and the need for high rewards for the most able.

"Since the contribution of creative minds often arises from their ability to use the interaction of different disciplines, it would be well if the education offered to this special group gave opportunities for that interaction rather than being completely specialized."

There was no evidence from rising salaries to suggest that too few engineers were being trained, but the quality was too low. "No multiplication of the number of scientists of inferior ability will make good inadequacy at the highest levels."

More sub-graduate technicians were needed, not a vast army of scientists and technologists. Some graduates were percolating down into jobs formerly considered appropriate to technicians, but not enough of them to meet the demand.

Besides attention to quality rather than quantity and great priority for technician training there needed to be a much higher level of scientific understanding in the population generally. All the main subjects, including mathematics and science, should be compulsory at school up to the age of 18. Pupils would then have a much wider choice and much more information when it came to choosing a career.

Dr J. A. Pope, vice-chancellor of Aston University, told the general section that the trouble with self-contained, self-generating groups like school and university teachers was that they isolated themselves from the rest of the community.

Schools played a major part in determining the careers of the non-able and, therefore, in the pattern of manpower distribution. As a result, the pattern was rarely influenced by economic forces, being often by teachers' prejudices.

Earn your keep, says Sir Alex

Instead of moaning about cuts, those responsible for education should do something about making it earn its keep, Sir Alex Smith, chairman of the Schools Council and director of Manchester Polytechnic, told the general section. That way they would make cuts unnecessary.

The decline in education spending foreshadowed in the Government's White Paper on public expenditure reflected widespread dissatisfaction with the way education had been run, he said.

"I think within the education service there is a desperate need for a little more common honesty and for some self-appraisal. We ought to be asking: how did the present economic conditions come about? How much is attributable to education?

"Instead of loud protestations against cuts in public expenditure, maybe we ought to be doing something to increase the resources available for public spending. The national economic situation is so serious that it calls for a really thoughtful constructive response."

A fuller version of Sir Alex Smith's speech appears on page 7.

British Association—2

Practice makes theory perfect

Psychologists may at last be on the verge of understanding the difficulties of the backward reader, declared Professor Robert Audley, of University College London, and this year's president of the psychology section.

In an all-day session devoted to experimental studies in reading, Professor Audley said good theories could be the most powerful weapons in the attack on practical difficulties. Nowhere was this more true than in reading, where the fashions for theories changed like fashions in clothes.

"Reading is a fantastically complex skill, incorporating diverse sub-skills at many levels of brain function ranging from the precise scanning of the page by the eye to the comprehension of obscure passages of prose", he said. "There is a daunting variety of experts who can tell us something useful about reading and an even greater number who think they can."

Psychologists had been very good at teasing out isolated facts about human behaviour but not so good at organizing them into coherent theories, and communicating them to others. But now, he said, a body of theory was evolving "which is both guiding current research and offers clear possibilities for understanding the difficulties of the backward reader".

It was vital to have some kind of theory to understanding the processes underlying even the simplest functions. "Vast amounts" of research had been done in the first half of this century into the best way to teach arithmetic which paid no attention at all to the way children did sums. It was assumed they simply remembered things like three plus two equals five. It had recently been found that what they did was count the smallest figure onto the largest.

"A purely empirical approach to education is mistaken", he said. This applied equally to reading. The endless controversies over the relative merits of "look-say" and phonic methods of teaching reading would never be resolved by simply comparing performances. What was needed was a "clear, theoretical understanding of the processes involved".

"An emphasis on the recognition of words in terms of their total configuration hardly seems suited to young children who are known to have difficulties in organizing complex stimulus components into a larger percept. On the other hand . . . it is necessary for anyone who favours a phonic method to show how a satisfactory transition to the adult skill can be achieved."

The experimental work described in this session would show it was a mistake to view either reading or writing as a single process.

He talked about some of his own work in which poor readers seemed to have great difficulty in naming the letters shown to them. They had no difficulty in remembering what they looked like, and could correctly tick off those letters appearing in their names. They could say which pairs of letters shown them were the same and which different, so their difficulty was not related to what they saw.

"In my view we can make substantial progress in the understanding of reading difficulties by studying the way in which we identify letters and associate speech sounds with them. . . . Learning the names and sounds of letters involves many of the processes which are significant to reading in general." After IQ, the ability to name letters was the best predictor of reading success.

Professor Audley had some observations on dyslexia, and the research that had been done on it. "This is a concept which has to be treated with much caution".

There was some statistical evidence of the existence of a specific reading disability — children who were backward not just for their ages but for their intelligence.

This group also showed more signs of nervous disturbance and left-right confusions.

Professor Audley said there were serious statistical objections to this research, and even the researchers did not find the case for a single dyslexia condition very compelling.

Bad spellers neglect the eyes for the ears

Bad spellers get nowhere with a do-as-you-please spelling system. Good readers who are bad at spelling need to read correctly spelt words and often cannot read their own misspellings.

These are the findings of Dr Uta Frith of the Medical Research Council's developmental research unit in London. She has been looking at the extent to which reading and writing are two sides of the same coin, and she told the psychology section that good spellers often did not have to learn spelling at all. They saw the word once and then remembered it forever.

In a group of 30 12-year-olds she found some that were good readers but bad spellers. Their spelling tended to be guided by the sound rather than the look of the word and, since less than half of English words were spelt phonetically, this meant a lot of mistakes.

Those who were good readers and spellers made few mistakes, whereas those who were bad at both made mistakes that did not even sound right.

It was as though the good readers/bad spellers read by "eye" but wrote by "ear", Dr Frith said. "What I mean is an 'inner eye' that stores the visual images of words and an 'inner ear' that stores the sounds of words." Normally, when reading and writing, these two memories worked together but with this group the visual side did all the work in reading while the sound memory was used in writing.

Reading power improved by guesses in context

When children reading aloud halt at a word teachers should encourage them to guess it from the context rather than spell it out from the letters in the word.

The hold-up may be in the children's conscious understanding of the word's meaning rather than with its shape, sound, or spelling which may already have been unconsciously analysed. These are the tentative conclusions of some research into conscious and unconscious phases of reading by Dr Tony Marcel of the Medical Research Council's applied psychology unit in Cambridge.

He found that adults who were shown words so rapidly that they were not conscious of having seen them, were able to give correct answers to questions about these words, even though they were not consciously aware of what the words were.

They were able to identify which of two other words were similar in shape or meaning to the original word. They could also say whether it was a word or a meaningless jumble of letters.

Dr Marcel said this suggested the words must have been unconsciously identified, at least to the point where they were associated with other words, and perhaps even to the point of understanding. "Once we have learnt to read, analysis of words appears to be automatic." If the word given was "palm" both possible meanings were registered, whereas only one could be entertained at a time consciously.

"If a person is asked to read a passage or a series of single words as in the Schonell test of reading, an error or failure to give a response does not necessarily mean he cannot or has not read the word."

What reading strategy a teacher should use depended on the stage the child was at, but if the meaning of the word had already been analysed, the context would help to trigger off the correct response.

Context was important but not everything when a child was still learning to read, said Dr Linda Murray, a psychology lecturer at Bristol University. Her work suggested that both context and word analysis were important for teaching reading.

In experiments with first and second-year juniors she had found them just as likely to point out spelling mistakes as errors of context. This was important, she said. "In recent years there has been a tendency to say since skilled readers rely so heavily on context it is counter productive to teach graphic analysis."

This reliance on context made it difficult for skilled readers to pick out mistakes when proof reading, but even good readers at the ages of seven and eight concentrated on the graphic features of the words.

In her experiments Dr Murray had found children could use "long range" contextual information — assumptions about meaning based on information in previous sentences. But poor readers tended not to do so as much.

Children's reading matter should be analysed for its contextual content so that particular passages could be used to encourage skills children were tending not to use. Dr Murray distinguished between syntax (rules about word order) and semantics (the meaning behind words).

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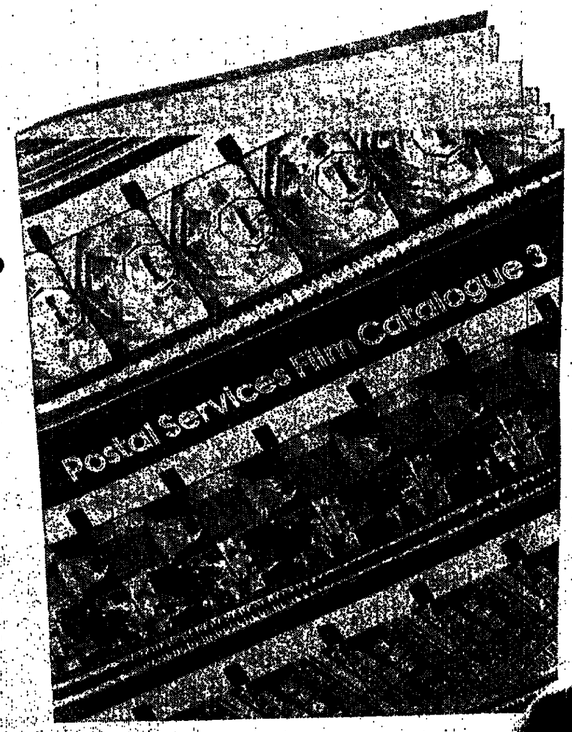

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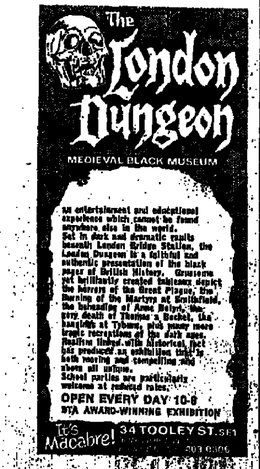

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British Association–3

Schools shy away from sex and society

Most schools must be marked "failed" in the way they prepare their pupils for life, Dr James Hemming, an educational psychologist and broadcaster, said in the sociology section. He wants much more attention given to sex education in the sixth form.

The permissive society and votes at 18 meant young people faced serious personal decisions much earlier in life, and yet a survey of secondary schooling he had carried out showed that schools were no better at preparing their students for them than they were 25 years ago.

In his survey, Dr Hemming asked 300 college of education students about their recent schooling, and the attention that had been given to teaching them about personal development. More than half had had no sex education at all, and another third said it had only been mentioned in some lessons. Three-quarters had not been taught at all about getting along with other people, family life, clear thinking or the way the mind worked.

A high proportion of schools did not consider personal development important enough to devote time and attention to it, he said. "Judging secondary education by the sort of marking system the schools are fond of applying to their own pupils, we are forced to grade the attainment of the majority of schools in preparing their students for personal life as failed."

Most of the students said they had been taught nothing about trade unions, democracy, economics or the workings of the law. Just under half (49 per cent) said the same about politics, though 31 per cent said this had been dealt with quite fully. "Where are young people to pick up this vital background information if not at school?" Dr Hemming asked.

He compared his figures with a survey of sixth formers by the Association for Education in Citizenship in 1950. The only advance since then was in teaching about how the mind worked, with 75 per cent saying they were taught nothing about this now, compared to 89 per cent 25 years ago.

Sex education was about the same, but students were now less likely than their counterparts in 1950 to have been taught about clear thinking, economics, politics, trade unions, or the law.

"If a subject is not studied at A-level it is under risk of being completely omitted from the students' curriculum." Very few schools gave evidence of a well balanced approach to education for life "in the vitally formative years of the sixth form when students are beginning to get deeply involved in sexual questions, the schools seem to stay away."

It was no good schools thinking they were developing young people's brains fully. Recent research suggested that while the left side of the brain specialized in logical, digitalistic analytical functions, the right dealt with intuitive, expressive, synthesizing functions. Both had to be developed to bring out the complete personality.

In terms of brain function, the secondary school curriculum was out of balance. To produce only half the person for a specified life was unfair to students and a danger to society.

Sixty schools from Lancashire and Cumbria took part in a "Schools at work" exhibition at the meeting

Colleges lay claim to sixth forms

To cut costs all sixth-form work may in future be done in further education and sixth-form colleges, Mr A. L. Davies, principal of W. R. Tuson Sixth-form College, Preston, told the education section.

The 80 sixth-form and 600 further education colleges had widened the opportunities for young people after the age of compulsory schooling, he said. "The concentration of students and specialist staff ensure a breadth of opportunity not possible in the traditional sixth form."

The colleges were a much more economical way to organize sixth forms and a most effective bridge between school and higher education.

"Our straitened economic condition and the obvious implications of the falling birthrate mean that we have to rationalize the structure of our post-16 education. This may well lead the country to concentrate on tertiary units and to consider all forms of education in this age bracket as being part of one service and planned as such."

Mr A. M. Joyce, head of the Royal Grammar School, Lancaster, disagreed. Young people of this age, he said, needed a wide range of institutions and courses to choose from if they were to be encouraged to continue their education.

There was danger in a system that only offered one choice to the 16-year-old. There would always be some who did not like the courses offered or the institutions they were offered in.

Flexible courses, including those which offered work experience, were badly needed. Legal limitations on this were in need of revision. Watered down versions of traditional academic courses were no good. They had to be credible, with qualifications that were accepted in the world outside.

People were often scornful of the chase to obtain an extra O level or two when some other type of course would be far better for personal development, but students had a pretty shrewd idea of the market value placed on such qualifications.

The more able 16 to 19-year-olds were well provided for in the grammar selective schools, said Mr Joyce. "We are going to have to look for alternative ways of providing the concentrations of talent we have had in the past."

Archaeology opens out

Careers teachers should be told that archaeology was no longer merely the pure, humanistic study of ancient cultures, but a field wide open to students of science, said Professor G. W. Dimbleby, of the University of London's Institute of Archaeology, in his presidential address to the archaeology section.

"The days of the archaeologist who never lifted his nose from the bottom of his trench to see what other disciplines were up to were over. If they were to make proper use of new scientific techniques, the training of archaeologists would have to ensure that they could interpret these new sources of knowledge.

Few university courses in the subject seemed to have taken this point. Only four out of 25 included the grounding in environmental sciences that would enable them to make the most of archaeological discoveries.

Even at these four universities, not enough young people were coming forward for the courses. This was because careers advisers did not think of the subject as a possible opening for scientists.

Price of staying on

Ten pounds a week could make the difference between staying on at school or leaving at the age of 16, according to Mr Alan Gordon, of the University of Lancaster Institute for Research and Development in Post Compulsory Education.

Sixteen-year-olds were pushed out by boredom and pulled out by the attraction—or necessity—of earning money, he told the education section on Monday.

Almost half the 800 young people interviewed during a survey for the Department of Education and Science had never heard of the grants which local authorities could give to help them to stay on. About a third of those who left said they might have remained if given grants. The average figure quoted was £8 a week.

About 40 per cent of those who left after the fifth form thought they ought to be contributing their families' incomes. A quarter said their parents needed the money.

More grants, said Mr Gordon, should be paid to 16 to 19-year-olds if the education service was more than pay lip service to its needs. The grants should be high enough to provide an incentive to stay and relieve the burden on parents.

The leavers included some of the ablest 16-year-olds. One in nine of the boys and a quarter of the girls had five or more passes at GCE or CSE Grade 1.

*

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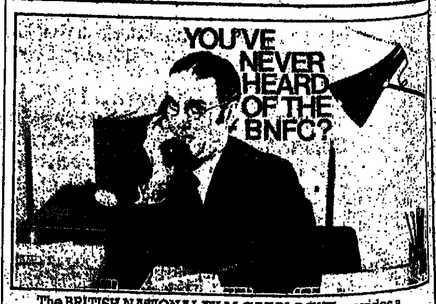

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British Association–4

Polys deny arts bias

There is no truth in the fount that polytechnics are becoming liberal arts colleges, a polytechnic director told the education section during its session on the contribution of higher education to post-compulsory education.

Dr R. D. Law, director of Preston Polytechnic, said engineering and science accounted for more than a third of polytechnic students on full-time and sandwich courses and 40 per cent of those studying part-time. Social administration and business studies accounted for 31 and 39 per cent respectively.

"Since a considerable proportion of the remaining work is concerned with teacher education and with other professional courses, there is little justification in the libe that polytechnics are becoming liberal arts colleges."

The number of part-time polytechnic students had fallen because some professional bodies no longer accepted the qualifications they got. He knew of no polytechnic that had reduced its part-time courses to increase full-time ones but there was a drift of students away from part-time in favour of full-time courses leading to degrees.

He partly blamed the professional bodies who no longer accepted the HNC. "A degree is the key to professional membership now and part-time degree courses are flourishing." Some employers, too, were reluctant to release young people for advanced study.

Young people do not want to work in industry because they see it as self-seeking and supporting the dehumanization of labour, Professor P. A. Reynolds, professor of politics at Lancaster University, said. Instead of creating wealth the young would rather use it to serve others and to moderate the evils of the "system".

Universities were under pressure from these idealistic young consumers to commit themselves to social change. But at the same time they were under pressure from society to produce knowledge and students that would be useful in a world built on technological industries.

Universities would be needed more than ever in the future to evaluate what was going on in society, to advance knowledge and to preserve man's freedom to make rational and informed choices, Professor Reynolds said.

Why trainee secretaries turn down FE

Independent colleges providing training in such things as typing, hairdressing, languages and accountancy are often much better than the courses provided in many colleges of education, according to their students.

Dr Lindsay March, who has been investigating these colleges, told the education section that the greater flexibility of private schools and the absence of extras like liberal studies made them more attractive to many students.

She questioned trainees in 10 per cent of the country's secretarial schools and then did the same thing in 10 further education colleges offering secretarial courses. In almost every case the students at the private schools commented favourably on the individual attention they got.

Private schools entry dates were less rigid than public colleges. Classes were smaller and more flexible about starting standards and rates of progress. This was particularly important where trainees' experience and ability varied considerably. The intimate atmosphere of small colleges gave trainees confidence and if they failed to meet an unobtainable standard within an allotted time they could be kept on until they did.

Trainee hairdressers could go to private hairdressing schools for six months or take college of further education courses for two years. Girls at one school told Dr March they preferred it because it was more intensive and shorter. Girls at colleges complained that the techniques they were taught were out of date and there was too much theory.

Research puts bullies in their place

One secondary school pupil in 370 is so disruptive that he or she has to be suspended, according to a survey carried out in the schools of Cumbria.

Mr David McNamara, University of Lancaster department of educational research, told the education section that on average in a secondary school of 633 pupils 31 would need special attention. One in 20 in a typical school would be disruptive, aggressive or a bully.

He claimed that the survey was the most detailed and representative of its kind yet undertaken. "It clearly indicates that there are, in fact, relatively few disruptive children in our schools".

The survey drew a distinction between difficult children—those who were aggressive and violent—and children with difficulties. These were said to include attention-seeking, withdrawn, uncooperative, underachieving, uncared for children, vandals and those with medical, drink, drug or sexual problems.

"For every three pupils who were aggressive secondary schools identified two who were withdrawn and six who were underachieving", Mr McNamara said. More than 90 per cent were not classed as having any particular difficulties.

About five per cent of children in the secondary schools needed special attention. They were more likely to be boys than girls and more likely to be disruptive if they were in the fifth form.

The higher proportion (7.3 per cent) were found in 11 to 18 comprehensives, though Mr McNamara said this could be due to the areas they were in. Grammar schools had the fewest (1.5 per cent) while secondary modern and 11 to 16 comprehensives fell between the two (about four per cent). Primary schools had fewer children who were disruptive or violent though four boys had had to be suspended.

Rural primary schools had a much higher proportion of children needing special attention (8 per cent) but fewer difficult children. Urban primary schools had about 5 per cent needing special attention, but schools in social priority areas had more (6.7 per cent) and had four to five times as many difficult cases as other urban primaries.

Dr McNamara said, however, that averages, like these did not give an accurate picture. The variation between individual schools was such that more than 30 primary schools said they had no children with difficulties while some had 20 per cent to 30 per cent. In secondary schools 4 per cent was the most common, though a few had 14 per cent or 15 per cent.

He would not name the county, saying only that it was a large, mainly rural one. But a spokesman for Cumbria Lea confirmed that they hope to publish a more detailed report on the findings in a week or two.

OU students transfer-out

Hundreds of Open University students are leaving their part-time studies to go to other universities full-time, and the universities of Lancaster, Kent, Salford, Surrey and Liverpool are talking about them to transfer without losing the benefit of their time at the OU.

Mr Keith Percy, from Lancaster's department of educational research, told the education section about the "reciprocal credit transfer scheme" his university was operating with the OU and about a research project on the progress of former OU students at Lancaster.

Mrs Christine Flude, a research officer in his department, has interviewed all 22 of them. She found none gave up the OU because they did not like the teaching methods. Usually they came to Lancaster to do a course not available at the Open University.

They had often had to get up early in the morning before work to catch an OU broadcast, and she found they organized their time better than the younger students. The majority were disillusioned with academic life, however, complaining about the content of courses and that other students were not serious enough about their work. One ex-OU student said: "It's not the done thing to discuss intellectual ideas. It was not like this at OU study centres."

Gradual change needed in science curriculum

Science teachers have had all the upheavals they can take in the curriculum. What they need now is a period of stability, said Mr J. C. Mathews, a former school science teacher and now senior lecturer in curriculum development at Lancaster University.

"The demand now is for evaluation and consolidation of what we have got . . . evolutionary rather than revolutionary changes," he told the education section.

Mr Mathews has been working on a research project to bring about gradual improvements in science courses. He has looked at the possibility of using students' exam scripts to weed out those parts of courses that are no good.

Using Nuffield A level chemistry, he has found that students perform badly on the organic chemistry sections. He found also that students who studied maths and physics did better than those studying biology.

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Pidgins come home to roost

The conference of the Society of Caribbean Linguistics in Guyana last month had practical lessons for anyone trying to teach black children. Here MICHAEL PYE of The Sunday Times traces the language of black people in Britain today back to the slave plantations and beyond.

Illustration courtesy of Times Life

The black language of Brixton, Birmingham or Notting Hill can mystify white teachers. Its vocabulary draws on African, Dutch, English, French, Portuguese sources—all the powers and victims that played musical islands in the Caribbean's colonial period.

Its phrases and ideas often have no Western equivalent, although they have African cousins; the language is used for complex social rituals—rich insult, for example—which white people least expect. And, above all, it has an idiosyncratic grammar which orthodox teachers easily dismiss as "broken" or "bad" or "lazy" English.

For a "bad" language, full of "mistakes", the grammar of black English is curiously systematic. It is certainly different from BBC English and its classroom equivalents. It makes sense to see it as a language with traces of a strong African influence, blurred by years of slavery and migration but still discernible.

The black talk of Brixton or Detroit may be the last link in a chain, historical and geographical, which stretches back through the plantation islands of the Caribbean to the slave coast of West Africa and its many indigenous languages.

How this chain may work was outlined last month at the conference of the Society for Caribbean Linguistics in Georgetown, Guyana. Mr John Holm, a research student at University College London, argued that Caribbean languages—and their descendants—were strongly influenced by the African native tongues of the first creole speakers.

His argument has clear practical effects. If he is right, black English has to be treated as a language with real distinctions from classroom English and other European languages. The better teachers understand it, the easier it will be to provide black children with the socially necessary resource of standard English.

Mr Holm's paper dealt with inner city black vernacular, its possible African roots, and the languages in between, pidgins and creoles. These are the languages formed when two cultures meet. European slavers in Africa needed a way to talk with slaves and slave-hunters; the black slaves, often from different tribal backgrounds, needed a language to talk among themselves.

First, pidgins grew up, simple ways to put over basic needs and orders and attitudes. Then, as speakers of pidgin married and had only pidgin as a common language, more complex needs produced more complex languages—creoles. These languages, the newest in the world, drew on all the linguistic resources of their new native speakers; and went with them to the slave islands and mainland plantations.

Orthodox linguists have chased European roots for Caribbean creoles—notably Portuguese elements. But, John Holm argues, "at the very least we have to take a careful look at the languages of West Africa; the slaves came from there, after all, and brought their culture from there. Scholars have been handing out advice to look to Africa for generations, but we still seem to concentrate on clever arguments about European origins".

He started his quest with the use of the verb "to be" in the black vernacular of American cities. Studies in both Detroit and New York revealed that the verb was more likely to be left out before an adjective ("He nice") than before a noun ("He's a teacher"). Holm examined texts from two languages closer to creole—Gullah, the dialect of the offshore southern islands of the United States, and Jamaican creole. The same pattern emerged.

Nor was it a universal pattern wherever creoles or pidgins formed through cultural contact: Italian and Spanish workers in Germany speak a new-born language which behaves quite differently. The signs seemed to point back to West Africa.

Old surveys of major slave coast languages showed that Fula, Mandingo, Wolof, Ewe, Yoruba, Igbo and Efik all had a common feature which would help explain why the verb "to be" disappeared in the Caribbean creole before an adjective—none of those African languages needed the verb at all. The Yoruba word for beautiful is lewa; but the correct way to say "she is beautiful" is simply to add a pronoun to the adjective. What look like adjectives can also act as verbs.

Yoruba was not an arbitrary choice. Shipping documents from the eighteenth century show tens of thousands of Yorubas were brought to Jamaica, and Yoruba words still survive in Jamaican creole. Yorubas were also sold to plantations in Brazil, Cuba and coastal Georgia.

Holm found that the lack of a verb "to be" before most adjectives was a feature of black language from the languages and pidgins of Cameroon to the black vernacular of Detroit—with the verb "to be" creeping in slowly as the chain comes closer to white man's standard classroom English.

The same features also occur in creoles with French vocabulary—as in Guyane Française or Guadeloupe; and in creoles based on Portuguese and Spanish. The link, he argues, must be African.

In fact, the apparent "mistake" of leaving out the verb "to be" in black English turns out to be the product of a system of copulas more complex than the standard English version. Yoruba has eight subtly distinguished ways to say "is", one of which is to build the verb into the adjective.

Holm followed his examination of the copula with nineteen other generic language similarities between Brixton and West Africa—demonstrating links, he claims, which would be impossible to show by orthodox rules since the languages involved often take their vocabulary from different European cultures. Yet, he argues, the syntax of the creole of Surinam, Cameroon, Jamaica, Haiti or Guinea has clear similarities, and it should be possible to range the creoles in a continuum—with their African parents at one end, and their European parents at the other.

The Georgetown conference heard papers on the African origins of creole phrases, too; and a series of detailed papers that will have direct relevance for teachers of black children in Britain. Among key points were :

● When creole speakers "hypercorrect", they may be following a systematic rule, not just getting the English wrong. Typical is the child who, told to put the "s" on he knows "puts it on every time he uses the verb, producing knows it" and "I knows it".

● Roberts, of the University of West Indies at Barbados, found that the over-correction happens when an action is hit or repeated.

● Even in islands like Nevis, clash between standard English and more homely "broken" English may be the cause of stress among children. Lenore K. of Bryn Mawr, suggested that Caribbean island gives the form of English so little pr that mastering standard En may produce great stress.

● Individual creole speakers command a wide range of regional speech styles and forms of language. Walter Edwards, of University of Guyana, reported distinct linguistic changes in adolescent boys were said "gaff" (relaxed talk between friends), "saur" (colourful talk for the opposite sex), "dilize" (friendly, but competitive often embarrassing talk among friends) or "bus" (no holds barred slanging match). Both systems the changes in syntax were tremely complex.

● The standard dictionary of Jamaican English is to be published in a revised form—ending mysteries like the derivation of reggae (from rege-rege, ragged) *brigadup* for rough, tough, or food (from "bugger-up", spoiled, thus spilled or smashed), and any vigorous sudden action making coarse food fast); and (meaning plain, ordinary and related, not to the English pan but to Portuguese).

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Philip Venning reports from Cambridge on the annual meeting of prep school heads

State aid plan for private sector

The Government could bring the independent schools into the state system if it financed them in the same way as universities, said Mr Michael Timpson, chairman of the Incorporated Association of Preparatory Schools, last week.

He told the association's annual conference in Cambridge that under the university system of finance, parents and students were charged fees on a sliding scale. The Government discussed policy with the universities and directed the Treasury to pay for the necessary teachers and buildings. But the universities were left free to get on with their job.

This could be adapted to independent schools. In many other countries the Government helped the private sector. In the United States, private schools were eligible for grants if they carried out federal objectives, such as helping the disadvantaged. In Denmark they received taxpayers' money in the same way as local authorities, if they met standards laid down by the Government.

Because of the shortage of money for education, the help the British Government did give was likely to be reduced. Last year 4,000 prep school boys and girls had their fees wholly or partly paid by the Government, while another 4,500 received help from school or charitable funds. This meant that only 6 per cent of pupils paid reduced fees.

But parents of children in all independent schools saved the Government about £200m a year in current spending plus about the same amount in capital spending. In addition, fees from overseas pupils brought in more than £14m a year in foreign exchange.

Though the number of pupils in prep schools fell this year by about 1,200, the first fall for 10 years, the prep schools were attracting a higher proportion of that age group than ever. State schools were feeling the effects of the falling birth rate more fiercely.

Between 1973 and 1975 the number of parents withdrawing children from prep schools to send them to state schools nearly doubled. But this was merely a rise of from 1 to 2 per cent of all prep school pupils.

The rise was the result of financial pressure, and the growth of middle schools. "It cannot be construed as a devastating change of heart".

During the year the prep schools had been discussing proposals from the association's districts on how to attract more pupils. These included an easier common entrance examination at the age of 11 and a more creative curriculum from 11 to O level.

After the meeting Mr Timpson said that over the years the common entrance examination had become easier. Latin was now voluntary, and new mathematics was easier. French was the subject most children still found difficult. Even though they travelled abroad more, they read less.

Mr Mark Hankey, who has just retired as secretary of the common entrance, said that there was a feeling over the years that too much information was crammed into the examination. They now required a more intelligent use of slightly fewer facts. The examination should represent only two rather than three years of a five-year O level course.

Way opens up for more parent power

Teachers have not fully recognized the increasing demand from parents for a say in the curriculum and the running of schools, Dame Kathleen Ollerenshaw, former chairman of Manchester education committee, told the conference.

Independent schools had always had to consider parents' interests and this was now becoming true of the maintained system. The legal battle in Tameside had challenged the power of the teachers, she said. "For the first time teacher power has been broken." The doors for a take over by parents were now open.

Parent power would become even greater if the expected recommendations of the Taylor Inquiry into school governors were accepted. The committee is likely to recommend that a quarter of the places on school governing bodies should go to parents.

Dame Kathleen doubted teachers would like this much. Parents' interest and involvement in schools was short-lived. "The parent is a very short-term person. He or she is only there for five years or at most 10 years." With a few exceptions they were bound to take a short term view unlike teachers who might be there for 40 years.

The revolt against teachers' power was part of a wider challenge to experts of all sorts. Because experts had promised so much in the sixties and had now been seen to be wrong, they were no longer trusted.

Dame Kathleen also warned the prep school heads to forget about educational vouchers or schemes to get tax exemption for fees. Life in the maintained sector of education was so rough that fundamental principles were being eroded because the money was not there. There would certainly not be anything spare for the private sector. Vouchers were a non-starter because they could never be introduced piece meal.

Children Act takes only a tiny step forward

Children in council care will start to benefit before the end of the year from some sections of the 1975 Children Act though the most important parts of the Act have been put on ice until the changes they suggest can be paid for.

A government circular released this week announces that parents of children who have been in care for six months or more may be asked to give 28 days' notice that they want to take their child away. This is intended to stop children being removed from care abruptly and to allow time to make proper preparation for their return home.

Local authorities will be able automatically to assume parental rights and duties over children who have been in their care or in the care of a voluntary organization for three years or more, though parents will be able to appeal against such a decision. And foster parents who have looked after a child for five years will be able to start adoption proceedings knowing that the child cannot be taken away from them without a court's permission.

Children will get a certain amount of separate representation in court proceedings. If they are the subject of unopposed proceedings for changing or discharging care or supervision orders, the court can order that they should not be represented by their parents. An experienced social worker or probation officer not employed by the local authority concerned will normally be appointed to look after the child's interest.

A system of counselling for adopted people over 18 who want to find out about their origins is being set up by the General Register Office. They will have to see a counsellor before being allowed to see their birth certificate.

As from next year, abandoned children whose identity is not known can be registered at the General Register Office and given a normal birth certificate. People over 18 in this category can apply for registration themselves.

Mothers of illegitimate children will be able to enter the father's name in the child's birth record without the father's consent.

But other sections of the Act are too expensive to embark on in the present economic climate, the circular says. These include a statutory adoption service and new proceedings for freeing a child for adoption.

A spokesman for the Association of British Adoption and Fostering Agencies, whose members include all local authorities and the 70 or so voluntary societies in Britain, said it was disappointing no date had been given in the circular for starting the statutory adoption service, the main part of the Act.

A great deal hung on this. It put the voluntary organizations in a state of uncertainty, because they still did not know whether they would become approved agencies.

ILEA chases nursery target

The number of nursery places in the Inner London Education Authority area is still rising. This term nearly 1,000 have been added with the opening of 17 new classes and one nursery school.

The ILEA is among the biggest spenders in the country on nursery education. It still hopes to reach its 1980 target of enough places for 80 per cent of four-year-olds and 60 per cent of three-year-olds.

By then it hopes to have 33,000 places, about a third of which will be full-time. At the moment, counting the new places, it has about 19,000. Full-time places account for a quarter of the total.

The Department of Education and Science gave the ILEA permission to spend nearly £1m on nursery building last year and the year before. But because some authorities turned down their allocations, the DES was able to offer the ILEA a further £1,300,000. This year, its allocation is £460,000.

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Students hold fire on sit-in

There will be no sit-ins at education colleges when term begins this month. But students may resort to them later in the year as their campaign against teacher unemployment and public spending cuts builds up.

This was the policy agreed by 250 delegates from more than 100 colleges at the National Union of Students' annual teacher education conference held in Edge Hill College of Education, Ormskirk, last week. More than 140 colleges in England, Scotland and Wales were occupied for varying periods towards the end of last term.

The conference threw out—by more than two votes to one—a left-wing motion calling for occupations to be resumed on the first day of the autumn term. At the same time it rejected a plea from a Conservative student to limit the campaign exclusively to teacher unemployment. It resolved to aim for maximum student support and trade union cooperation in the campaign against cuts in social services.

Action will include lightning occupations of local authority buildings and a lobby of Parliament early next term. The NUS will take part in a "week of action" organised by the south-east region of the TUC from November 8 to 12, and a national demonstration on November 10.

It also passed a resolution that students on teaching practice should support NUT policy by not covering for absent teachers. Students will try to emphasize the problems facing students leaving college at school open days.

The argument in favour of resuming sit-ins as soon as term began was put by Mr Mick Hadfield of Coventry college of education and Mr Andy Duggan, NUS executive member in an amendment to a motion for a campaign against the cuts.

Both maintained that occupations at the beginning of the academic year would be far more effective than at the end. "All kinds of excuses, such as exams, are given at the end of the year. No such excuses are possible at the beginning," Mr Hadfield said. He thought it the only way to involve teachers who were unemployed. "They have nothing else to do but fight for a job," he remarked.

Mr Duggan insisted that occupations started now would be much more effective. "Nothing concrete for the unemployed was won from last term's campaign," he said. Direct action was necessary.

"What do you do, when the vast majority of the trade union movement supports the Tory party?" he asked. People scoffed at the Right to Work campaign but no one else was creating local committees of the unemployed. "You have to fight with those actually fighting", he declared.

Mr Mick Archer from Birmingham polytechnic, criticized both the National Union of Teachers and the National Association of Teachers in Further and Higher Education for their lack of leadership. "In its resolution to the TUC Congress, the NUT has left out its resolution on class sizes of over 30", he said. "Last year it was in."

Mr John Dennis, of King Alfred's College, Winchester, opposing the amendment, warned against the danger of broadening the campaign too far. "Most people are incapable of the discriminating leap of faith which would identify the trade union leaders in this country as the prime targets of our campaign", he said. Miss Diana Mead, Sheffield, could see no point in demonstrating against the NUT.

Students should try to involve the NUT and NATFHE and aim to increase public support.

Mr Andrew Elliot, Oxford University, and a member of the Federation of Conservative Students, said last year's campaign was unsuccessful because most people supported the need for some cuts. "We would lose the support we won last term if we called for an end to it," he said. "Our campaign concentrated on teacher unemployment."

Miss Sue Slipman, NUS secretary, rejected "specialism". The campaign should start from the issue of teacher unemployment in the wider context of youth unemployment and wage restraint. She rejected the call to fight only with those who were fighting. "I'm just the same for my mum before me."

Miss Newton, whose father, Mr George Newton, is a Tameside Labour councillor, insisted that the local Tories did not say what they would do with comprehensive education in their election manifesto. "Teachers' contracts have been scrapped", she said.

Mr Andrew Elliot, Oxford University, said that while he did not agree with what the Tameside Tories were doing, 'local authorities must have the right to decide what sort of education they wanted.

"The Tameside council may not have laid down details in their manifesto but they were returned in the elections and they had a mandate to do what they have done", he said. "If they had waited a year the comprehensive system would have become more entrenched."

Mr John Murray, Liverpool polytechnic, replied that the Federation of Conservative Students was talking of a few liberties for a few councils. "Education is there to change the system, not fit people into it", he said.

Flashback: family sit-in at Rachel McMillan College in 1968

'Staff supported protest'

The students' protest action against education cuts last term was supported by the vast majority of teachers, the conference's guest speaker declared.

Mr Francis Cammaerts, principal of Rolle Education College, Exmouth, and vice-president of the National Association of Teachers in Further and Higher Education, assured the conference that NATFHE's reaction to the protest had been warm and cordial.

"In my experience, you had the vast majority of people in the teaching side of education supporting you", he said. "You drew into the action many thousands of students who had not previously taken any action. I am surprised some of you think it was not very successful."

Mr Cammaerts said both his union and the NUS appeared to argue that education should not be cut in the same way as other social services. "I know it looks like that to our colleagues in these services", he said.

There had been a lot of misunderstanding about the so-called 20 per cent failure rate that it was said the Government was calling for. "There's no machinery existing which can enforce that", he said.

The DES had been rather tactless in the way it interpreted the figure. It had simply taken an existing 17 per cent failure rate and a 3 per cent dropout rate and combined them into a national planning figure. "It is a national and not a local

Francis Cammaerts

any individual institution", Mr Cammaerts stressed. "But we must fight any suggestion that any institution keeping more students one year will have fewer the next."

Units in which teachers were educated were already far too small and the range of courses was limited. It had been said that 20 per cent of teacher training would in future be devoted to in-service and induction training. "But nobody is prepared to come out and make a policy on this", he said.

Mr Cammaerts added that for years the cry had been for a graduate profession, diversification and delayed commitment to teaching. But the profession had got none of these things. There was no sign yet of any flexibility within the larger, merged institutions. As for a degree, did they want one that qualified the holder for one profession only?

'Camouflage of job creati

It was "propagandistic camou to give unemployed teachers though the job creation sc speakers at the conference dec

However, a union proposal Jordan Hill and Dundee college education welcomed the involve of teachers in the scheme. demonstration of it came in an e ment from Moray House C Edinburgh, who said it was "p gandistic camouflage which w lessen teachers' chances of g jobs. The amendment was defe by only five votes.

Proposing, Miss Linda Wa of Jordan Hill College, said appreciated the economic argu the scheme. It could cost as employ people this way that it them regular work. But it had fi failed many unemployed teache it has given 350 Scottish teac jobs—and they should now b volved in unions. This would fuel the campaign against

For the amendment, Jo Ford, Moray House, asked wh creation scheme money could be paid directly into education the social services. "Because t would prevent the Govern from carrying out its policy o cutting everything", Mr Ford sa "Some trade unions are [illegible] along with it."

He condemned the scheme expensive in being mere cosmetique of only a temporary nature and not providing any real work. Mr Jim Dixon, also of Jordan House, agreed. Unless the idea about job creation was destroyed people would be able to see the Government was doing something What was really wanted was a massive injection of capital into the social services.

NUS teacher education conference

Reports by Bert Lodge

Attack on Tameside Tories

Telegrams supporting the Tameside teacher unions and the local Labour party were dispatched following a resolution affirming the conference's faith in the comprehensive ideal.

Proposing the motion, Miss Sue Newton, Surrey University, said she had gone to school in Tameside.

"When I went to the secondary modern they put us in four forms or streams", she said.

"There was domestic—that was for cooks and cleaners—clerical, academic, and general, a polite name for the factory girls. It was just the same for my mum before me."

Miss Newton, whose father, Mr George Newton, is a Tameside Labour councillor, insisted that the local Tories did not say what they would do with comprehensive education in their election manifesto. "Teachers' contracts have been scrapped", she said.

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French seek backing in battle over union grant

Leaders of France's largest student union, which had its Government grant stopped without warning three weeks ago, travelled to Ormskirk to appeal for a gesture of solidarity from the National Union of Students.

Mme Alice Saunier-Seité, Minister for University Education, announced last month that the 80,000 franc subsidy the National Union of French Students received in 1975 would not be repeated this year.

She accused the union of intimidating students to go on strike, damaging university property and opening the door to "intellectual and physical terrorism".

M Jean Luc Mano, UNEF president, said the union had started legal proceedings against the minister for defamation of character. It was the first time a student union had taken an education minister to court in France.

The real reason for Mme Saunier-Seité's decision was the union's vigorous opposition to Government reforms in higher education, he said. These were aimed at rationalizing student numbers in certain faculties to take account of national needs, and gave French students something in common with their English colleagues, M Mano said.

The sum involved—about £10,000—is not large but the cut has symbolic importance because it was last stopped in 1968 after the student troubles, and only resumed last year.

The village that bought its own school

The phrase "community school" acquired an unexpected dimension in the Republic this month with the news that a small country village had actually bought its own school.

In normal Irish parlance, a community school is a new, purpose-built educational institution serving a new housing area in one of the major cities or amalgamating several smaller, non-viable schools in a rural area. The inhabitants of the County Mayo village of Balla, however, have turned the terminology on its head by raising £14,000 in a week to buy for themselves a local secondary school which was just about to be closed by the religious order which owned it.

The school was founded by a Roman Catholic religious order, the Sisters of St Louis, in 1918, and is in the former manor house of the local landlord, who at one time owned 1,300 acres in the area. For a long time it was a very small school, with no more than 80 or 100 pupils, but rising participation rates, aided by the introduction of a free post-primary education scheme in 1967, helped to swell the numbers to more than three times that figure, about half of whom were boarders.

One of the hidden reasons for the rapid growth was that the county town, Castlebar, is only nine miles away. Balla, with a population of only 300, could hardly have supported a school of this size, but Castlebar parents, attracted no doubt in part by the superior social cachet of the religious order who ran the Balla school, found little difficulty in organizing the necessary transport or paying boarding fees.

The nuns' decision to close the school was announced in February, 1975. Coming hard on the heels of an announcement that a local boys' school was also about to close its doors, this news threw the local community into disarray. The department of education was relatively unconcerned: there were enough places for all the displaced pupils in other schools in the catchment area.

A local by-election campaign sharpened the public appetite for action, and a public meeting of parents set up a committee which raised £14,000 in a week as an indication of their serious intentions. Eventually, after several visits to the Minister for Education in Dublin, and a great deal of negotiation with the nuns, they agreed to buy the buildings and some land for £30,000.

A limited company is being set up to run the school, and a management board will also be established. Adult education, and the use of the building for community activities in general, are promised as a feature of its new incarnation.

The Catholic church is still deeply involved, as might be expected since there are no Protestant families living in the catchment area. The local Catholic bishop has offered one of his priests as the first head of the new school, which will be co-educational where the old school was for girls only, and the offer is obviously acceptable to the local community as a sign that clerical support, as well as approval, will be forthcoming.

The new owners and managers of the school have calculated that it will be viable with an intake of 50 to 80 pupils every year; 55 students have already enrolled for the first year in September 1978, half of them boys. The curriculum will not be too strong on the practical side: the Department of Education will not give grants for expensive metalwork and woodworking equipment, for example, because other schools near by already have such facilities, provided by the public purse. But the parents, who will no doubt be paying school fees or at least voluntary contributions, may be expected to make up at least part of the difference. It will get the normal capitation grant for pupils, and have its teachers' incremental salaries paid by the Department of Education, provided its curriculum is satisfactory in the subjects it provides.

The area must now boast one of the best school community ratios in the west of Ireland: the nuns who are selling out of Balla run another successful school in Kiltimagh, no more than six miles away, where there is also a vocational school. In Claremorris, nine miles away, there is another secondary school and another vocational school; and of course there is the county town of Castlebar itself. In the Republic, community is as community does.

* * *

The case currently being brought by the mother of two Dublin boys against the authorities of the community school which expelled them will undoubtedly throw some of the oddities of the Irish educational system into sharp relief.

One of them, for example, is the almost total absence of a statutory framework for education—at any rate, a statutory framework of recent vintage. The vocational schools owe their origins to a series of Acts of no later than 1930: they were permitted to cooperate with private secondary schools (grant-aided institutions which can and sometimes do actually make profits for their usually religious owners) by an amending Act of 1969; but that is about all.

The new community schools, indeed, for all that they have been in existence since the early 1970s, are still operating on an ad hoc basis and on the basis of a draft deed of trust which has not yet been agreed by all the participants and which at least one teachers' union has decided is unacceptable.

Not even local education authorities who run the vocational chools are required to provide education. Under the 1930 Act their provision of education is optional, and so which education in some areas has been, as the 1965 *Investment in education* survey pointed out, a very bad match of supply and demand.

All the legal precedents relate to universities, which at least have a proper statutory basis for their activities, and these are not likely to be helpful to either school board or parents involved in the present dispute. Very few educational issues have in fact ever reached the courts. One of the most spectacular was an action by a parent whose child was beaten in school, and who produced substantial medical evidence to prove it. The teacher concerned was found guilty, but only asked to pay a shilling's damages by a jury which obviously had strong opinions on sparing rods and spoiling children.

John Horgan

Irish diary

schools abroad

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Malta

Mintoff steps up Arab connexion

by Carl Slevin

The Maltese government has sold its former college of education to Libya for use as a centre of Islamic studies.

The buildings at Ta' Giorni, completed in 1964 at a cost of £500,000 (at that date, the £ sterling and the £ Malta exchanged at par), were used as a residential college until last October when teacher training was transferred to the Malta College of Arts, Science and Technology on a non-residential basis.

They have now been sold for £M925,000 (about £1.2m sterling), but given high rates of inflation during the last 12 years, this is not an unquestionably profitable deal from a financial point of view.

Various conditions have been imposed by the government. The buildings must be used as a college or a school. The government's consent will be needed if the new owners wish to admit Arabs other than Libyans. Only Maltese citizens can be employed—with the exception of the director, teachers of Islamic subjects and the chef. If they ever wish to sell the college, the Libyans can do so only to a Maltese citizen who would then be obliged to use it for educational purposes.

Mr Dom Mintoff, the prime minister, who faces a general election on September 17 and 18, has claimed that the sale will strengthen Malta's relations with Arab countries. He told the House of Representatives he regretted that Malta had not been able to help Libya more. He pointed out that because the college was at present only used during the summer by foreign students it was deteriorating rapidly.

One of the main aims of the present Labour government's nonaligned but anti-Nato foreign policy has been to foster links with the Arab world, especially with Libya. Apart from trade agreements, including the supply of relatively cheap oil by Libya, Mr Mintoff has encouraged cultural links. Arabic has been made a compulsory subject in secondary schools and more than 2,000 children started to learn the language last year.

Dr Joseph Cassar, Minister for Education and Culture, has predicted that this number will rise to 6,000 from October when the programme comes fully into operation. Libya has provided free textbooks and, from last May, some 20 teachers.

The opposition Nationalist party has condemned the sale mainly on the grounds that no government should sell part of its territory to another sovereign state except for use as an embassy. Dr George Borg Olivier, the Nationalist leader, said that the college could have been leased to the Libyans with or without payment of rent.

United States

Presidential campaigners both oppose bussing

from Michael Binyon

WASHINGTON

An omnibus Education Bill that extends and revises authorizations for higher education, vocational education and the National Institute of Education (the government research body) has been passed by the Senate. A similar measure has been passed by the House of Representatives, and the differences between the two will now be sorted out before going to the President for signature.

The education lobby is glad to have got this important but voluminous piece of legislation out of the way before the current Congressional session ends and everything is overtaken by the election.

Lobbyists are now turning their attention to the Bill appropriating money to the Department of Health, Education and Welfare for 1977, which they expect President Ford will veto as being too expensive. They are preparing a vigorous campaign to get enough Congressmen to vote to override the veto in case he does.

With the political battle lines for the Presidential election now finally drawn up, clear differences emerge between the Democrats and the Republicans in their attitude to education.

The Republicans, at their convention, emphasized their dislike of bussing, and President Ford's running mate, Robert Dole, has come out strongly against it. The Republicans also want to change the constitution, making school prayers permissible.

They oppose government interference in higher education, saying that funds for helping colleges should never be used as devices for imposing added controls.

On the Democratic side, Jimmy Carter has always opposed bussing, but he is emphasizing his opposition less and less, and stresses the importance of integration.

His running mate, Senator Walter Mondale, recently told the annual convention of the American Federation of Teachers that education would be a "number one priority" in a Carter-Mondale Administration. Mr Mondale attacked President Ford's education budget cuts, and said with inflation it represented a cut of 18 per cent from this year's appropriation.

The AFT has already publicly endorsed Mr Carter. The National Education Association, the largest teachers' union, will announce its endorsement next week. It is also expected to back Mr Carter.

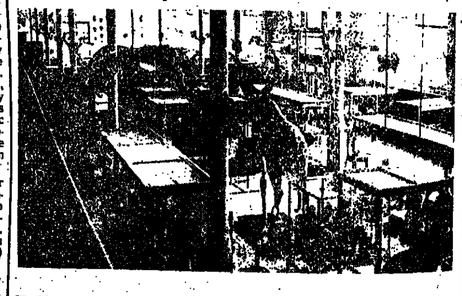
Union rejects move for compulsory transfers

A controversial scheme to "bus" teachers chosen by lot in Los Angeles has been dropped after vigorous protests by the 17,000-strong teachers' organization. The plan was aimed at an attempt to ensure a racial mix of teachers in all Los Angeles schools.

Teachers were asked to volunteer for transfer, and offered various inducements—tenure, more money, the chance to return to their old schools after two years—but not enough came forward.

So the Board of Education proposed selecting 300 teachers by lot, who would be sacked if they did not agree to be transferred. The teachers' union opposed this, and this idea has now been dropped. The city is now negotiating for a new scheme for next year.

Spain



Museum makes £2.5m appeal to government

from William Chislett

MADRID

Spain's Museum of Natural Sciences in Madrid, which celebrates its two hundredth anniversary this autumn, risks falling in to bad repair unless the Government agrees to grant it £2.5m.

The museum houses 250,000 pieces of zoological, geological and biological interest. 15,000 of which are available for public viewing. The museum's director, Sr. Eugenio Ortiz de Vega, described the museum's condition as "precarious and lamentable". "When it rains troops full on the cabinets in the library, showcases in the halls and sometimes on to the heads of visitors."

Founded in the reign of King Carlos III, the museum opened on November 4, 1776, after five years putting a collection together. The museum was in the centre of Madrid until it was moved 90 years ago to the Paseo de la Castellana.

Among its most precious items is a 200-year-old Malayan elephant, perfectly preserved, and a copy of the famous gigantic dinosaur presented to Alfonso XIII by the American millionaire philanthropist Carnegie.

Denmark

Pupil costs increase by 61pc

The average cost of educating a comprehensive school pupil rose by 61.1 per cent to 7,476 Dkr (£683) in the three years up to and including 1974/75, according to Education Ministry figures.

The largest share, equivalent to £439, went towards teachers' salaries. Other costs included: upkeep, depreciation and running costs of school buildings (£148), administration (£32), textbooks and materials (£20) an dtransport (£18).

The biggest increase in the period was for administration costs which rose by 89 per cent. Transport costs rose by 63 per cent and those of teachers' salaries by 62 per cent.

Last year's average nursery class had 17.1 pupils, while class size in the comprehensives increased from 19.6 to 20.5 pupils during the first three years and then steadily decreased in the remaining six years to 18.1 pupils. The average upper secondary (*gymnasium*) class contained 22.4 pupils.

West Germany

Safer school transport urged by motor club

by David Dungworth

West Germany's equivalent of the AA, the Allgemeiner Deutscher Automobil-Club (ADAC), prides itself on being more than an organization which looks after the interests of private motorists.

One of its departments is concerned with the improvement of road safety, particularly among school children. Much work remains to be done in this field because every year about 70,000 children in the Federal Republic meet with traffic accidents, 40,000 of which occur while they are on their way to or from school.

For the past two years a four-man committee of experts in vehicle engineering, road safety education and traffic law have been investigating a specific aspect of the subject. Their findings have now been published in a 100-page booklet entitled *Der Schulbus* (The Schoolbus).

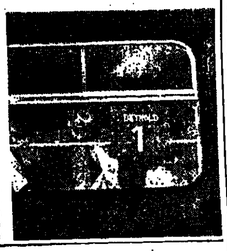
The policy of replacing small village schools by larger district schools pursued during the second half of the last decade has meant daily travel over considerable distances even for many primary school children. Lack of public transport means that two million pupils now travel to school by school bus every day.

Each year, according to the Federal Ministry of Employment and Social Services, there are over 5,000 accidents involving school buses.

The team recommended the installation of safety belts and headrests, upholstered movable arms on seats next to the gangway, an inside and outside loudspeaker through which the driver can speak to children both on and off the bus, warning blinkers linked with the door opening mechanism, a special space for books and satchels and a colour scheme which makes the bus easily visible to other road users.

These proposals have also been made in concrete form by incorporating them into two prototypes—a 61-seater Daimler-Benz and an eight-seater Volkswagen minibus—which have recently been exhibited to education authorities throughout the country.

Nevertheless, getting general acceptance of the ADAC's safety measures is likely to be a long and difficult process. Outside the big cities about 80 per cent of school buses are operated by private firms and they tend to use their older vehicles because of damage caused by school children.



Italy

Minority groups call for more language rights

from Dalbert Hallenstein

MILAN

Italy's ethnic minorities are becoming increasingly militant in their fight to protect the linguistic rights of the 3m Italians whose first language is not Italian. This summer a series of seminars on the problems of the country's ethnic minority communities was held in Milan by ethnic organizations.

The Italian Constitution guarantees special protective rights to linguistic minority groups, and their representatives in Milan discussed ways of actuating these rights. They intend to push for the introduction of the various minority languages into the State school system.

"At least one group, the German-speaking population of the province of Bolzano (Süd-Tyrol), has already achieved almost complete ethnic autonomy in the schools and local bureaucracy, but Süd-Tyrol is a special case: it is close to the Austrian border, and has a special historical relationship with Austria.

Similarly, the Slovenes of Trieste and Gorizia (on the border of Yugoslavia) and the Patois-speaking citizens of Val d'Aosta, which borders on France, have managed to obtain a considerable degree of linguistic and educational autonomy.

All three border areas now have ethnic radio stations (Süd-Tyrol has also developed a German language television network) and have achieved a large degree of language equality in education.

However, most of Italy's language minority groups are in economically depressed and isolated areas.

Among these are the Albanian-speaking communities of Calabria (about 100,000 people), the 15,000 who speak Catalan in and around the Sardinian city of Alghero, the 20,000 Greek-speakers living in Puglia, the 5,000 Croat-speakers in Molise and the 100,000 speakers of Provencal who live in the valleys of Piedmont.

There are also the Ladino communities scattered throughout the Dolomites (about 10,000), plus 700,000 Friulians who also speak a type of Ladino. The Sardinians, too, have a dialect which is so distinct from Italian that they, too, are now claiming the rights belonging to a language minority group; about 1,500,000 Sardinians speak "Sard".

South Africa

Employers hope for better deal for Black workers

JOHANNESBURG

As a direct reaction to the tidal wave of violence, arson and bloodshed among Black people sweeping South Africa industrial leaders have called on the government to provide more and better educational facilities for Blacks.

The demand has come in the course of a wide-ranging statement by the Transvaal Chamber of Industries, the most important body of industrialists in the country.

It appealed to the government, among other things, for increased expenditure on Black education. The statement pointed out that Blacks comprised 70 per cent of the economically active people in South Africa. Yet, on the Witwatersrand—the major industrial complex in the country—less than 7 per cent fell into the skilled category.

France

Teaching openings cut again for third year

The number of teaching posts being made available at the annual national recruitment examination (CAPES) is to be slashed in 1977 for the third successive year.

Only 4,000 jobs will be open to competition as opposed to 5,000 this year and 7,150 in 1974. Further cuts are also expected in 1978 to bring the total number of new jobs available annually to around 3,500.

In addition, a further 7,000 jobs are to be scrapped in various sectors of secondary education. These include 1,500 jobs in training centres for teachers in lower forms in secondary colleges and 1,400 positions as trainee teachers (IPES) which provide pre-salaries to undergraduates during their university training.

Norway

16+ numbers continue to rise steadily

from Mike Duckenfield

STOCKHOLM

For every two 16½-year-olds entering voluntary academic upper secondary education a decade ago, three did so last year. The Institute for Studies in Research and Higher Education report that 37.2 per cent of the age group enrolled last autumn against 24.5 per cent in 1965/66.

Enrolments in the *gymnasiums*, including the commercial branch, which offer pre-university training, have risen steadily every year since the early-1960s.

Although as many as 49.4 per cent of the age group enrolled in the Oslo area last year compared with only 22 per cent in Finnmark, the most northerly county, overall recruitment in the least populated counties has increased 75 per cent compared with 44 per cent in the most populated in the last 10 years.

For the third time running, the percentage of girls continuing academic studies mutrat that for boys; girls now accounting for 51.7 per cent of all first-year pupils.

However, there were considerable sex differences regarding courses. Girls made up three-quarters of all arts students and two-thirds of those taking social science but only two in five in the commercial branch and one-third on science courses.

Nevertheless, science, with 46.1 per cent of enrolments, was the most popular course while arts accounted for 38.2 per cent, commerce for 11.2 per cent and social science for 4.5 per cent.

Gymnasium graduates made up 29.8 per cent of the country's population of 19½-year-olds last year compared with 18.4 per cent 10 years ago. Under present reform plans, the *gymnasium* and vocational school are to be integrated into common schools of further education.

Republic of Ireland

Unemployed leavers plan canvassed

A document urging the creation of a national cooperative service to help unemployed school-leavers has been published by Brother Vivian Cassells, a career guidance teacher who is also on the governing body of University College, Dublin, and by a business consultant, Mr Niall Brackon.

The authors envisage a network of local centres, each with a group of about 10 people who would identify or devise tasks which the school-leavers could do on a voluntary basis while waiting for employment.

They have already approached organizations such as Chambers of Commerce and Rotary Clubs in towns throughout the republic in an effort to interest them in the scheme.

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WEDNESDAY, SEPTEMBER 15, MIDLAND HOTEL, MANCHESTER
THURSDAY, SEPTEMBER 16, ADELPHI HOTEL, LIVERPOOL
TUESDAY, SEPTEMBER 21, STATION HOTEL, THE ANNEXE, DUDLEY, W. MIDLANDS
WEDNESDAY, SEPTEMBER 22, ROYAL HOTEL, COLLEGE GREEN, BRISTOL
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You must be joking, Mr Lambert

Sir,—Mr Ian Lambert's letter performed the not inconsiderable feat of arousing me from my heat-induced state of indolence to pen my indignation at what it implied.

It is clear that he regards the post-Houghton poverty of many teachers as the prime cause of so much out of school activity. To write that "because teachers were unable to afford it [holidays] they indulged their interests in such activities as school clubs, hostelling trips, outings and journeys abroad" is surely to impugn the motives of the countless thousands of teachers, some of them members of the Professional Association of Teachers, who had only the interests of the children at heart in such activities.

Mr Lambert then blandly adds that he has no statistical evidence to support the most contentious viewpoint that out of school activities are diminishing as a result of teachers' actions. If such unsupported opinions are valid then I am sure there are many teachers and PAT members, who could produce valid views of a very different kind.

It is always difficult to counter sweeping generalizations except with similarly sweeping generalizations to the contrary but, from what I have witnessed, out-of-school activities are certainly not diminishing.

To even mention, as Mr Lambert does, the possibility of "the entire teaching profession divorcing itself for 165 days of the year from lesson preparation, staff meetings and in-service training is so unreal as to be ludicrous.

We do not need to respond to the Houghton report for we, as teachers, could not have given more than we were giving before its publication. Houghton was a response to us.

D. W. MATSON,
Lapthorn,
153 Malvern Road,
Bournemouth,
Dorset.

Sir,—I read Mr Lambert's letter concerning the implications of the Houghton award with interest and, I must add, some irritation.

My own observations as a primary teacher must be as subjective as those of members of his own rather self righteous organization, but I personally have not noticed any decline in holiday activities of the kind he mentions at the school I work in. I do not think, as he appears to, that many teachers expect to divorce themselves entirely from school work in their own time.

As for in-service training, applications for places on local courses have never been as high in my area. The cost of in-service training to the teacher should not be forgotten. Many teachers now find that local authorities will not pay their course expenses, except for short local courses. Many holiday courses cost in excess of £60 for tuition, board and travelling. Of course, members of the Professional Association of Teachers may be quite prepared on their generous post-Houghton salaries to pay this kind of sum out of their own pocket, but it seems to be stretching dedication to the limit.

Mr Lambert writes of the financial status we have been given as a result of the Houghton award. It should not be forgotten that for several years before this our salary increases were extremely parsimonious and the extent of the award should be seen in this light.

Even in these apparently prosperous post-Houghton times many younger teachers on Scale 1 or 2 are by no means well off, especially if they have a family to support. I suggest that Mr Lambert leaves criticism of teachers to those outside the profession who are at the moment only too keen to point out our shortcomings—real or imaginary.

GODFREY TONKS,
7 Stratford Avenue,
Elsecar,
Barnsley,
Yorkshire.

All this on £10 a day

Sir,—It is difficult to understand how your correspondent, Mr Ian Mitchell Lambert, in his letter "A job for all seasons" (August 27), can deduce such sweeping generalizations in the absence of statistical evidence. However it is relatively easy to reveal the fallacies in his arguments.

The Houghton award was a welcome, if belated, recognition of the teaching profession. Unfortunately it was the more "mature" teacher who tended to benefit from the award financially. Several colleagues of mine, aged 28 to 34, still have to supplement their salary with summer holiday jobs.

It is the threat of unemployment and not Houghton which gives a superficial impression of stability in the teaching profession. Could this be the "new status" to which Mr Lambert alludes in his opening and concluding remarks?

For the greater part of the year, a teacher is continually under pressure from the head, the L.E.A. advisors, the Inspectorate, and parents—not to mention pupils, and other teachers. Why should he or she not be entitled to at least one week in the year away from these ever-increasing pressures?

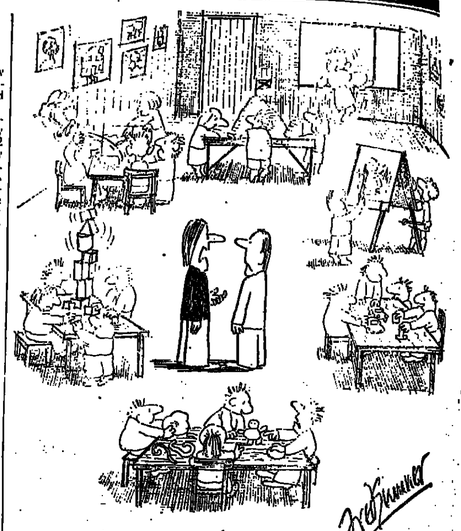
One is tempted to conclude that Mr Lambert would wish all teachers to be professionally occupied 365 days in the year. Assuming an average salary of approximately £3,650 a year for a 30-year-old teacher, which is of course £10 a day, we can then appreciate the rhetorical irony in Mr Lambert's comment: ". . . (teachers) are able to spend their holidays on their own and on leisure pursuits which in the past they were not able to afford."

Does Mr Lambert include head teachers in his criticisms? In my experience it is the younger teachers who spend most time in extra-curricular activities, evenings, weekends, and holidays, and yet still receive a comparatively low salary compared with their senior colleagues.

In-service training is not a magic cure for potential classroom inertia. One could argue that many teachers are temperamentally better suited to a complete change of atmosphere, pursuing their own interests, rather than attending a course designed mainly by ex-teachers. And who can guarantee that all in-service programmes are constructive and stimulating?

Finally, if Houghton has given teachers a certain amount of financial independence, then I would strongly advocate a "switching-off" period, which Mr Lambert seems to fear so much. Perhaps Mr Lambert would like to spend his evenings, weekends, and holidays, and therefore is unable to understand why lesser mortals cannot maintain this professional dedication incessantly.

M. R. W. DERRY,
7 Glastonbury Road, Delapre,
Northampton.



SOMETIMES I FEEL LIKE A CORE SURROUNDED BY OUTERS.

A fair exchange

Sir,—The regrettable tone of your article on exchange teachers in America (August 20) and the even more regrettable headlines call for some comment.

At no time was I, or any of the other teachers with whom I was in touch, "close to the poverty line", let alone "perilously". Of course the fall in the value of the pound was unfortunate, but it was partially mitigated by an increased grant which gave teachers more than £300 extra, tax free. If the dollar instead of the pound had fallen, it is interesting to wonder just how many of those now complaining would have been queueing up to repay their fortuitous gains.

No one likes paying income tax, especially at British rates, but the remedy is simple. Give up your job and go to work elsewhere, though you will of course have to pay some tax "over there". But when you return to Britain, your old job may not necessarily be available and your state and professional pension will have seriously deteriorated.

The position regarding medical treatment was clearly set out before we signed our contracts, and Mr Lishman need not have travelled over 3,000 miles to discover that his children needed dental care he would have to pay for it. If he could not afford to do so, why did he apply to go on an exchange programme?

I sincerely hope this article will not unduly discourage the staff of the Central Bureau in the wonderful work they do in arranging these exchanges. I also hope that it will not deter other teachers from having a most exhilarating experience. I strongly suspect that most of us thoroughly enjoyed our year and that it is only the small minority which is doing the grumbling.

MARGARET HAYDEN
Exchange teacher 1975-76
Westway House
Polsall, West Midlands

SOS for engineers

Sir,—Sir John Baker's address to the British Association for the Advancement of Science identifies a vital factor in our national survival—that of attracting a far greater proportion of those with outstanding ability, into the creative world of engineering.

Now, his warnings are almost too late. Look at the ranges of consumer goods—cars, hi-fi, domestic appliances, motor-cycles, bicycles, which are produced far better and more cheaply abroad, shipped and sold here. Look also at the UCCA statistics for home students admitted to United Kingdom universities, to read mechanical engineering, 1971, 1,745; 1972, 1,486; 1973, 1,319; 1974, 1,317; 1975, 1,316.

No wonder our recent graduates are receiving offers of two-three jobs each.

Schools have a vital part to play in advising children, because careers masters, physics and mathematics masters, and, that weird exotic beast, the engineering science master, can influence 13 to 15 year olds dramatically for or against engineering. Intellectual excellence is pursued as the highest ideal, but "getting one's hands dirty" or messing around with epicyclic gear boxes can be combined with intellectual discipline to give a rounded education of great value.

A whole generation of children needs to be persuaded of this. Does the necessary generation of teachers exist?

M. J. WATTS,
20 Lowther Avenue,
Culcheth,
Warrington, Cheshire.

Heads in progressive sand

Sir,—Your second leader, "No way to defend a cause" (August 27), makes some very perceptive comments and I hope all of us who have been associated with the Plowden Conference over the past 10 years will heed them.

In your previous issue, which included some of my comments to Bob Doe regarding the historical background and today's scene, I suggested that it was "ostrich-like" to either ignore the recent happenings of the Lancaster Survey and William Tyndale or to say they are irrelevant to today's teachers. This attitude seems as though it may have gained ground at the recent conference, and certainly I think emanates mainly from those remote from the "chalk face" and without their fingers on the "community pulse".

But as head of a school and as a course director in the United States during the past month, I have found real concern about standards and values at all levels and across the whole range of socio-economic groups in both Britain and the United States. And it is not a reactionary concern but because society at present seems to be questioning the extreme "laissez faire" of the sixties and early seventies. The recent success of Jimmy Carter is not only because of his stand on values, and honesty in particular, but because he advocates real "open democracy" with grass roots active involvement.

It was therefore so good to read in your one issue the similar views expressed by Lady Plowden; by Stephen Cohen in his review of Felicity Taylor and Judith Stone's excellent book *The Parents' Schoolbook*; and in your leading article. All stressed the need for honest active partnership with parents if we are to succeed in our aim of providing effective and worthwhile primary school experiences for our children. Forty years ago Hadow stated "What a wise and good parent desires for his children, the state should desire for all children."

If the parents had been really involved in a partnership at William Tyndale the tragic breakdown would not have occurred. Where partnership does exist with teachers regularly in schools the best results are always found. Neville Bennett's survey has helped by showing that the ways, methods and classroom organization of the teacher with the best results was indeed a teacher walking the "Plowden path".

There may or may not be a need for a Plowden Association but there is a constant need for all of us to get our heads "out of the sand" and "down from the clouds" while still retaining a vision of the future.

GRAHAM BOND,
Director,
ACE Plowden Conferences 1967-74.

Faulty forecasts?

Sir,—The UCCA form season is upon us again. It is widely believed that colleges are guided in their choice of candidates for interview by forecasts of A level grades. This may be unfortunate for any child whose performance exceeds his teachers' expectations. Have any parents, so far, sought redress in the courts?

KENNETH ULYATT,
134 Knights Hill,
London SE27.

Break point

Sir,—I do not grudge Aristides his question. Would it not be a kindness to see that Michael Marland also enjoys at least a sabbatical year or two? Siberia and Broadmoor both claim success in reversing delusions of various sorts. His arrogance has an ingenious quality—incredibly irritating, but presumably reversible. An excellent therapy which I am sure he would find painless would be to rationalize all the No Comments for the past five years.

In the whole, I disapprove of positions, but if Mulley has had Portescue made redundant, I will willingly sign any petition on his behalf—I trust he is going to appeal?!

JANE DAVEY,
5 Nutwood,
Frith Hill Road,
Godalming, Surrey.

Professionalism at stake in Sweden

Sir,—As a British teacher at the Anglo-American School (AAS) in Stockholm, and an active member of the Swedish Teachers' Union, Sveriges Lärarforbund (SL), I am moved to respond to the article by Mike Duckenfield, "NUT jobs ban on school in Sweden" (August 13).

I would like to thank the NUT for the support given to the British teachers abroad, who are at this time personally involved in a struggle to create an atmosphere of professionalism within an international school. As clearly outlined in the article the issue is two-fold—the recognition of the union as an active representative for the teachers and the short-term contract system of employing teachers on the cheap.

I strongly question the stand taken by the headmaster of the school, Mr Dennis Gould, on both aspects of the conflict. In spite of assurances that union membership was perfectly acceptable, the school has since March refused to open negotiations for a collective agreement with SL. In a letter to the parents of the children at the school, Mr Gould, a former member of NUT, justified his stand by suggesting that compliance with union demands would be detrimental to the *esprit de corps* and educational philosophy.

The refusal of the school to meet with the union has led to an unnecessary escalation of the conflict. The point has been reached where teachers may be forced to leave their classrooms on September 1 due to gross mismanagement by the school's leadership in persistently denying the professional right of the teachers to have union representation.

The full demands of the union organized teachers of the AAS are of course unclear to the administration and board of the school because the union has not been allowed to present them. It should be said that these demands are born of a real concern for the security of the teachers and their professional standing as educators.

The pressing issue of the moment is that of teachers' security of employment. In the present system of short-term contracts for the evasion of taxation, the turnover of teachers has been as high as 40 per cent. The official justification for the system is that the school relies on a turnover of teachers to bring fresh ideas from Britain. After working for a year in the school, I challenge any educational philosophy based on a high turnover of teachers, especially when applied to an international school where the child's greatest need is security and the teacher's greatest asset is experience.

ANGELA M. WESTON,
St. Eriksgatan 15,
112 39 Stockholm,
Sweden.

Previous experience not essential

Sir,—John Temple's letter, "More pedagogy, please" (August 13), is both timely and relevant. However, my recent experience as a member of staff in a college of education leads me to believe that many lecturers would be reluctant to include in their courses the basic teaching skills which Mr Temple suggests should be included in a teacher training programme.

The problem of relating training to the needs of the classroom is clearly dependent on the teaching experience of the lecturers involved. Whatever the faults and failings of past systems of teacher training, college staff were expected to have had some teaching experience in schools before their appointment. Today one finds, even at the level where crucial decisions are made about the evaluation of teaching skills and teaching practice, senior lecturers, principal lecturers and heads of departments, who have either a limited amount of school teaching experience (no more than four years in a single sex grammar school), or, more simply, no school teaching experience of any kind.

Possibly the worst example of this lack of experience which came to my notice involved the principal and teaching practice committee. These authorities on teaching accepted the claim made by a head of department, who had no school teaching experience or recognized degree, that his knowledge of students and his years of lecturing in divinity in college had given him sufficient experience to justify his position as a supervisor for students during their final teaching practice. The year following this decision a young senior lecturer who had less than three years' teaching experience in school, was elected chairman of the teaching practice committee.

Of course embarrassing moments can result for others from such lack of experience. I can still remember the efforts made by a group of primary teachers to suppress their laughter after a young man, who was senior lecturer in geography at the college, had visited the school at which these teachers taught and advised a student on how to organize her class. I suspect that this amusement might have turned to anger if the teachers had known, as I did, that the only teaching experience the young man had was based entirely on the seminars and lectures he gave at university while completing his PhD thesis.

More recently it was not unusual to find new members of staff completing the one-year postgraduate certificate in education in the same college where they were lecturing. One could only feel sick at heart when immediately after completing the postgraduate certificate such members of staff were allowed to supervise students on teaching practice.

With the proliferation of degree courses it appears that some lecturers no see their college as a kind of mini-university. Despite the fact that the majority of students are still following courses leading to teaching, many of my college colleagues openly express the view that they will include nothing in these courses which will relate directly to teacher training. Against such a background, staff, with appropriate qualifications and experience for training teachers in those skills which Mr Temple values, find themselves ill at ease and somewhat isolated.

Unless college authorities have the wit to encourage and support the aims of those who wish to make teacher training more practical and school based, those who have the expertise to plan and lecture on such courses will be happy to return to school. This will leave the field clear for those aspiring university lecturers to produce highly theoretical courses which have nothing to do with classroom reality.

P. J. STAPLETON,
14 Gorse Way,
Crosby,
Liverpool.

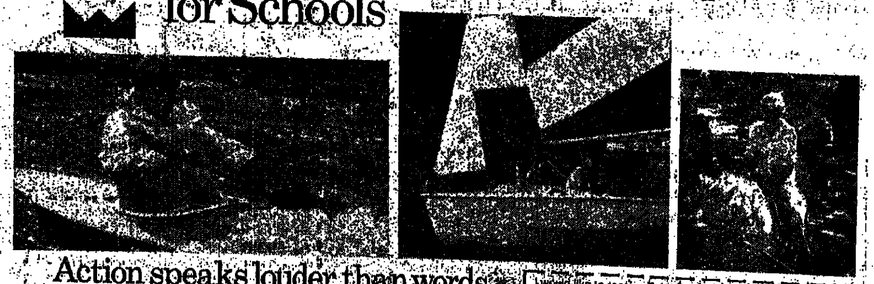
Every schoolboy knows . . .

Sir,—The customary clearing out at the end of last term brought to light some howlers of the 1930, gleaned from Churchman's cigarette cards.

A conjunction is a place where two railway lines meet.
The feminine of Czar is sardine.
The plural of forget-me-not is forget-me-not.
Degrees of comparison of "bad" are: bad, very sick, dead.
Hamlet had many of Shakespeare's plays represented at the court of Denmark.
Most of Shakespeare's plays were terrible tragedies.
A myth is a female moth.
A circle is a round line with no kinks in it, joined up so as not to show where it began.
Two straight lines cannot enclose a space unless they are crooked.
A centimetre is an insect with a hundred legs.
Contralto is a low sort of music that only ladies sing.
Pluto composed the music to the "Magic Flute".
The stomach is the most delated part of the elementary canal.
Blood flows through the alimentary canal into the abdominal canopy.
A barometer is a place built on the roof of a house where men go to study the stars.
Water freezes at a higher temperature on the fahrenheit thermometer than on the centigrade.
Gravity was discovered by Isaac Newton. It is chiefly noticed in the autumn when the apples are falling off the trees.
When doctors go away on holiday, their patients are looked after by a "local tenant".
The piece of music describing the retreat from Moscow is called 1812 because that is the distance between Russia and France.
Oliver Cromwell was captain of an iron clad.
Guy Fawkes chose the 15th of November for his plot because it was Fireworks Day.
Nelson's arm came off and his eye came out.
Queen Elizabeth never married, she had a peaceful reign.
The hole at the top of a volcano out of which the lather comes is called the creature.
Herrings go about the sea in shewls. Some cows are very dangerous, especially the bull.

ALLAN T. P. COOPER
7 West View,
Wimborne Saint Giles,
Wimborne, Dorset.

1976 National Letter Writing Competition for Schools



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Sport

Gymnast's dream in a dingy Russian building

by Stanley Levenson

Schools gymnasts Lisa Jackman and Christopher Smith have just returned from their month's free training trip to the Soviet Union delighted with their stay and envious of the amenities available to their hosts.

Lisa, of Blackfen School, Sidcup, Kent, and Christopher, of Springhead School, Northfleet, Kent, explained that the training centre at Vladimir, about 150 miles from Moscow, is, from the outside, just another old building. "Dingy", said Christopher. But inside it is a gymnast's dream, with all the possible equipment needed to train youngsters.

They were particularly struck by the pits, full of pieces of foam rubber, which enabled gymnasts to try routines without hurting themselves.

"You can't have pits in the rather posh sports centres in Britain", said Christopher. "You're lucky in most gyms if you get a pair of parallel bars."

Christopher, 15, trained with younger Soviet boys who, he said, were of higher standard, chiefly because they had the facilities. Lisa, who had her 15th birthday at Vladimir, makes the same point about amenities, equipment and training.

Their trip to the USSR was earned by winning the *Daily Mirror* national scholarship competition in June. They were the second pair of schools gymnasts to benefit from this form of sponsorship.

It was far from being a holiday. For a full month Lisa and Christopher trained five and a half days a week for five hours a day—but this left time for social activities.

Lisa and Christopher: delighted but envious.

The day began at 8 a.m. and finished at 6.30, with a long lunch break in between. Social highlight of the trip was an outing to the British Embassy, in Moscow, to meet pop singer Cliff Richard at a reception.

British coaches Meg Warren and Tony Johnson accompanied the two young gymnasts and Johnson's comment on his return was: "The facilities are wonderful. There will never be anything like them in this country."

Lisa and Christopher both hope to go back to the Soviet Union in 1980 as members of the British Olympic team. Christopher, however, feels that he may have to wait until the 1984 Games as in 1980 he may be too young, at the age of 19.

And by present day standards Lisa, at the same age, will be considered something of a geriatric.

Spotlight again on sport for all

A strenuous effort will be made next week to publicize opportunities for taking part in sport and spotlight the need for more playing fields, pools and gymnasiums. It takes the form of a Sport For All Week promoted by national and local sports councils in the four home countries backed by the governing bodies of sport.

The whistle will be blown by Mr Denis Howell, Minister for Sport and Recreation, in Hyde Park, London, at 3.30 pm on Sunday. There will be similar "opening ceremonies" in other cities.

A number of sports and show business personalities are expected at Hyde Park, where they will take part in some "gimmicky" versions of football, cycle-cross, tug-of-war and ski-ing. Footballers Pat Jennings, Alan Ball and Trevor Brooking are among those who are expected to be there. Cyclist Beryl Burton and boxer Richard Dunn are among those expected at Roundhay Park, Leeds.

This is the fanfare and overture for a wide range of activities in almost every sport—with the aim of involving as many members of the public as possible.

At Parliament Hill Fields, London, many activities such as tennis will be free and some special events have been arranged; the Amber Valley District Council, in Derbyshire, is offering free football coaching; the Sandiacre Sports Centre, Nottinghamshire, is staging a series of "Come and Try It" sessions.

Two projects likely to attract attention are Thames Valley Harriers' attempt on the world 100 by one mile relay record and the British Horse Society's relay ride of about 500 horsemen and women to, of course, Banbury Cross.

The aim of the week as summed up by the ubiquitous Jimmy Hill is: "We enjoy taking part in sport; it is necessary to the life of the nation; you can get some fun out of it, too; for more money should be made available to sport."

The general Sport for All campaign launched over four years ago was not a roaring success, although it deserved to be. It remains to be seen how next week the local groups will get their message across.

People

Mr Michael Storm, dean of Environmental Studies at Bulmershe College of Higher Education near Reading, is to be the ILEA's new staff inspector in geography and environmental studies from November.

Mr Arthur Cummings, the ILEA's deputy divisional officer for Lambeth for the past two years, is to be the new divisional officer.

Dr L. G. Scarth, consultant child psychiatrist at the Charles Burns Clinic, Birmingham, to be consultant to the West Birmingham Health district.

Universities

Professor J. B. Lloyd, head of the biochemistry research unit at Keele University, to the established Chair of Biochemistry.

Dr C. Mortimer, reader in chemistry at Keele University, to a personal Chair of Inorganic Chemistry.

Schools

Mr Brian Scott, deputy head of the ILEA's Chartfield special school, Roehampton, is to be the new head of the school.

Miss Barbara Temple, director of the community division at the ILEA's Centre for Urban Educational Studies, is to be head of Pimlico (open) (infant) school, Johnson.

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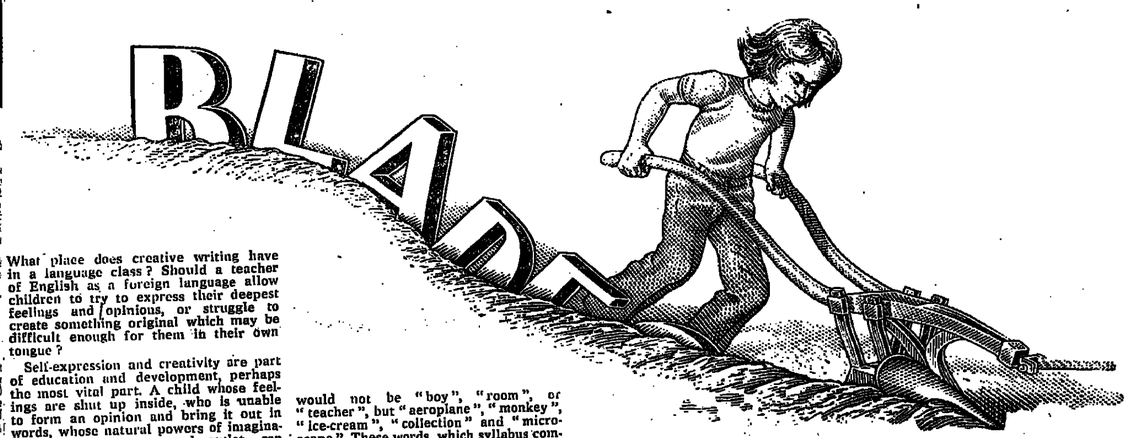
Unmasking themselves

Lynne Reid Banks on the possibilities for creative work in language classes



What place does creative writing have in a language class? Should a teacher of English as a foreign language allow children to try to express their deepest feelings and opinions, or struggle to create something original which may be difficult enough for them in their own tongue?

Self-expression and creativity are part of education and development, perhaps the most vital part. A child whose feelings are shut up inside, who is unable to form an opinion and bring it out in words, whose natural powers of imagination have no encouraged outlet, can never hope to be as rich a person as one who has learnt from the earliest years to show all this in speech and writing. Nor will they be able to communicate successfully in any language.

English language lessons must form part of this developing process for children, both in England and abroad, who are learning it as a second tongue. After all, language is for self-expression, communication and self-development. Language lessons which are confined to the cold rules of grammar and spelling are not even functional. They are dead to the child, who is learning rules and constructions without seeing the point of them, and who is not allowed to use the tools to make anything.

Childhood creativity is like an underground river, seeking to burst out whenever it finds an opening. This force—as anyone knows who has worked with it—is one of the great elemental drives in education and in every child who has not been stopped up by suppression or lack of stimulation in early childhood. In my classroom experiments with Israeli children aged 11 to 18, to whom I taught English from scratch, I looked upon any child devoid of creative talent as a blind or crippled child.

Israeli teachers reading the English magazines produced by my classes, full of stories, poems, dreams and marvels, used to exclaim: "But they never write things like this in Hebrew." Perhaps they were never asked—or Strangely enough, I came to the conclusion that they were sometimes less inhibited in English than in their own language. For some, English was like a mask from behind which they could pour out their true selves without the self-consciousness of exposure in their native language.

From the beginning I tried to show them this new language was a means of self-expression. Two weeks into their first term of English I would begin on the system of "organic words" I learnt from Sylvia Ashton Warner. They would choose their own words, and those words would not be "boy", "room", or "teacher", but "aeroplane", "monkey", "ice-cream", "collection" and "microscope". These words, which syllabus compilers might denounce as useless or "too hard", were more useful to them at that stage than the names of humdrum objects (though they learnt those too), because they gave children more satisfaction. They chose their word; it came from them; it was theirs; they learnt to say, write and read it easily; they loved it. They began to feel that English was exciting, organic. They had taken their first joyful step towards creativity.

Children only learn to write English by doing it themselves—not what you dictate to them, not what the book says, not only the endless technical exercises, but something of their very own, regularly, often, so that they get the knack. Followed by praise, to give them special satisfaction—appreciation and criticism on a grown-up level.

I have heard teachers complain that children hate creative writing. This has not been my experience. Of course they grumble. There is no harder, lonelier work than dredging up your own original stories and poems from your inner depths, despite the "underground river". Many times I have seen them groaning and moaning that they cannot write a story or poem for homework, they have no ideas. But their faces belied their words. The creative spring was bubbling out. Their hands were often snatching up their pencils before I left the room.

Once I remember asking for a poem on the subject of "Blades" the name of the class (Israeli classes all have names). I had never asked this class of 12-year-olds for a poem before. When I got to class the next day, only two pupils had produced something. I sent the rest out and told them to write something—anything—and not come back until it was done. "We can't, we can't", they cried. "We can't write poems in Hebrew, never mind English." "Try", I said grimly. They trailed rebelliously away, and I taught a lesson to two, then five, then seven, and finally to all but two pupils.

The least good poem I forced out of them in this way was the following, tossed on my desk with a gesture of defiance by a sulky-faced little girl who said she knew it was terrible, but if that was what I wanted. . . .

Blades! Blades! There are none like us!
We are sharp like a sword,
Sweet like ice-cream,
Tasty like Tempo,
Geniuses like Einstein!
Blades! Blades! There are none like us!

It was good to be able to tell her truthfully that I loved it. It had her personality stamped all over it, but it was also typical of all of them. I knew very well she'd put in the ice-cream and the Tempo (a fizzy drink) to annoy me, but I told her that mundane things are often mentioned by modern poets, and since they were the stuff of her life it was quite right to bring them in. I criticized all the poems on the same serious level. There was less fuss next time. They had found out that poetry—good poetry, true poetry—was in them and had got a unique pleasure from bringing it out.

There is a great difference between finding creativity hard but eventually satisfying, and hating it. Very few of them really hate it, and most of these are children who tend to hate all forms of hard work. Many who say they hate it at first learn to enjoy it by being made to do it, until they achieve fluency—fluency in translating their thoughts into words, and fluency in the new language at the same time.

We can learn an enormous amount from a careful and sympathetic reading of their work. Children can often find great relief in projecting their fears, sorrows, preoccupations and hopes into story-form, and getting them into perspective. We can get a genuine insight into their stage of development, their dreams and problems, and we can help them, perhaps in direct and practical ways, in proportion to what we learn of them in this way.

Here is a piece by a 13-year-old kibbutz boy. I don't pretend that this description is not something out of the ordinary—he was a very special child and is now an exceptional man. But I want to stress that among pupils of all abilities, I as their English teacher did no more than I did in this case: demand creative work, try to help by suggesting evocative or stimulating subjects, and respond with serious appreciation. A teacher once said to me, "But you're creative yourself, I'm not." I answered that the teacher's creativity is quite irrelevant. She has only to believe in that of the children, and she will find it, as I found it here.

Memories

Yesterday night I went from my parents' room home to my room. It was about eleven o'clock. There was a full moon, and the lights on the electric poles were not needed. It was quiet outside; you could hear the low voices from the meeting of the members of the kibbutz.

As I walked I smelt the smell of the straw that had just been harvested, and I suddenly remembered when I was a young boy of about six. I remembered when the old combine was still new, and how we went to see it working, and how we built houses of straw. I remembered how once on a summer day I sat in the window. A tractor was heard working in the field, and in the blue sky flew an aeroplane, making a white line. Those were happy days that will never return. I saw that we're growing up and losing our imagination and living in a real world, a world of numbers. Now I understand the little ones who often say: "These grown-ups don't understand anything." Well, but we have to try. And this is one way.

Lynne Reid Banks taught for eight years in Israel.

In extracts from papers to be given at tomorrow's conference of the Programme for Reform in Secondary Education (PRISE), Gabriel Chanan suggests that schools have too narrow and static a concept of work, while Harry Rée argues for a curriculum more responsive to the job expectations of different groups of pupils

Redefining work

Gabriel Chanan

To most people education is merely preparation for work. To teachers and academics this view is crude and narrow. Educational philosophers claim that the aims of education are inherent in the value of the academic disciplines, the progressives that the aims are inherent in the child's drive for self-realization.

Qualifying people for jobs is seen by the philosophers as a by-product of mastering the best that has been thought and said. To the progressives it is the by-product of a natural striving to understand, perhaps to change, the world. Both see education as something higher than merely fitting people into the production process. Both views are highly important, but they do not answer the seemingly commonsense case of the industrialists.

Their common weakness is their failure to develop a direct answer to the question of work. Other aspects of life—the pursuit of excellence, the pursuit of fulfilment—are extolled, but by accepting that the motivation to excellence and fulfilment is separate from the motivation to survive, we allow excellence and fulfilment to appear as leisure activities which, however desirable or noble, may have to be overridden in a period of economic emergency. This allows a narrow and static concept of work—the labour you are paid to do.

In reality the needs of the world of work, which look so monolithic from a vantage point within the confines of the education system, are themselves in dispute. The wisdom of ever more production, more profit, and then if we have been good, more wages and more consumption, still dominates in the counsels of power.

But it has never looked as simple as that to the worker, whatever his collar and politics. The dawning of ecological awareness surely has implications for the meaning and organization of work far beyond the traditional attitudes of either side of industry.

Instead of seeing work merely as the job for which we are paid, we should regard it as all that has to be done to sustain life. Education as preparation for work would then no longer be a narrow goal. We would be preparing pupils to do a job, to survive in it, to think out its function in society, and to exert influence to change it. It would be preparation for the work of running a house, bringing up children, sustaining local community life, influencing public affairs, and getting the most in material self-sufficiency, from growing vegetables and organizing cooperative food-buying schemes to mending cars and making clothes.

Such changes in the range of things regarded as work imply changes in attitudes to work. Pupils should be fortified against the blow to morale that unemployment inflicts by learning to be not wholly dependent on relevant wages. All productive labour, down small-scale outside the market economy reduces reliance on that economy.

This includes the making of entertainment and cultural artefacts as well as material things. It also includes skill in public affairs, reinvigorating local politics, influencing the way public money is spent, influencing employers and unions to devise work-sharing schemes, influencing industry, government and local authorities to implement schemes for recycling waste, influencing them to support groups who would reclaim and reactivate disused buildings and land, and groups who would establish community arts and social centres where cultural exchange, exchange of skills, common care of children, and monitoring of local and world events could all take place.

All these are ways of helping to sustain life, which need to be anticipated educationally when deciding what skills are to be learnt and how to prepare expectations. The best way is probably not to define a new set of subjects and look for experts in them, but gradually to transform schools into something like cultural centres where they could be encountered.

The logic of such a development is already inherent in progressive educational practice. Obviously, all activities must still be conducted so as to get the most out of learning. This means that the school should not merge totally with the community. A protective boundary should ensure that pressures of production and consumption are not imposed too nakedly on young people.

None of the productive work done in schools should be fed to the ordinary market. It should run a much smaller circuit, being used to satisfy the needs of those who have actually done the work, or to barter with neighbouring schools or social centres or the immediate community. This is a world away from what is normally meant by "work experience", in which the young get a foretaste of what it is like to be cogs in vast impersonal machines over which they have no influence.

Rural, environmental or ecological studies could be amplified by turning over some playing fields to producing food for school dinners; inner city and rural schools could exchange schemes as well as trade; craft departments could run print shops, produce textbooks and educational schemes compiled by teachers.

Technical departments could run vehicle repair, furniture and building maintenance workshops; secretarial studies departments could process some of the school's paperwork needs; social studies departments could help with old and disabled people's welfare and run legal advisory services.

English departments could monitor local politics and contemporary culture, organizing information for use in campaigns. English, drama, music and art departments could provide all-year programmes of cultural events for their school, for other schools and for the community.

Productive activities like these, in a spirit of making a definite contribution to community life, would do much to reduce alienation from school, provide natural forms of integrated studies, and more satisfying learning experiences. They would not, however, teach basic intellectual advanced academic skills—traditionally the distinctive function of schools.

Comprehensive schooling means not simply that the children of working class and middle class families should mix, but that verbal and manual should be mixed in the experience of all pupils.

There must be some specialization. There is nothing intrinsically anti- or inegalitarian about it. It is the way imposed roles, rewards and mental exclusion attached to particular specializations which is objectionable.

But the work of a manual worker is only part of his life-sustaining activity: he also participates in public affairs, teaches his children to think, educates himself across the negotiating table; the work of a lawyer, accountant, journalist or teacher is only part of his life: he also cooks, grows vegetables, mends the roof, washes clothes.

If society is to develop a sustainable life-style, the importance of these peripheral activities must grow, taking more and more work of living back out of the sphere of economy and into the realm of personal and local initiative.

Large-scale industry will settle down to certain ecologically defensible limits, but will always occupy a huge role in the economy of activity, but not a permanently growing one. Work-sharing and reduction of overtime will become the norm, and the manual worker will spend more and more productive power in producing for his own use. Most important for education, this will include more time devoted to the middle class pursuit of monitoring and influencing social and political change.

These amplifications of community-related activities would reduce the time available for academic studies, but only as long as the relationship between them is carefully worked out, need not be a disadvantage.

Much time and energy is now wasted because many pupils are alienated from many school subjects. Everything is conceived as a subject, a realm separate from ordinary life. Many things should be seen as activities with clear practical purposes to which the learner contributes.

Academic studies, on the other hand, should be highly prepared and structured. Less time spent on them means that they must attain the most economical form possible. The integral logic of the subjects—the correct progression of skills and concepts—should be strongly sought and sustained.

To take the "progressive" virtues as far as they will go and relate them to the concrete needs of the community in no way to deny the importance of purely academic virtues. It is, rather, an attempt to make the school into a more genial environment for making the use of intellect by relieving it of the function of training people to accept that work is necessarily imposed and unpleasant. It is to diffuse intellect through a great many activities, while reserving a special space for its own concentrated expression.

Gabriel Chanan is editor at the National Foundation for Educational Research.

Jobs and the curriculum

Harry Rée

By 14 many students are beginning to relate some of their studies and school activities to the jobs or further study they intend to take up when they leave. There is no reason for a school to discourage this; on the contrary, by a system of options, opportunities to follow such "preparatory" courses should be available for all students.

Some will opt for one cluster of courses, some for another; because of this, special considerations, reaching far beyond the classroom or even the school, begin to impinge on those who are planning the curriculum.

First, there is the political and moral question posed by the fact that some studies undertaken at 14 lead on to jobs of responsibility, power, social and material advantage. This inevitably involves the selection of an elite. It is puerile to dodge this by saying that we should be concerned only with building a classless society. Teachers cannot turn their backs on the world as it is and as, in the immediate future, will be.

Another fact of school life which must be faced is that 14 is too young for any pupil to start concentrating on a narrow band of studies and activities. Skills in communications and understanding, knowledge of the world, in particular the world of work, need to be developed. This would be undertaken in the prescribed curriculum, which would run in harness with the optional courses for all students.

The nature and content of the prescribed courses are open to discussion, and while one of these would comprehend the area which is not unfamiliar, namely language and communication, the other would be unrepentantly related to the working world, and should include a number of experiences at present rarely offered by schools.

The School Council project on careers, due for publication this autumn, offers some good guidelines for such a course, but simply to lay on a new course, however well taught, however well "resourced", is not enough. For such a course to be effective a radical change is needed in the attitude of the school to the social, human and above all work-being environment outside, both in the immediate neighbourhood and beyond. Most of the more recent leavers will be working in the neighbourhood and, largely through them, contact needs to be made and maintained by the school with workplaces—through employees as well as through employers.

Arising from these contacts, courses need to be organized which involve students in making visits, meeting and interviewing people at their places of work, and reporting back to their group at the school the salient aspects of a wide range of local jobs, and the important variations in the attitudes to work of employees and employers.

These visits might last a morning or might extend over a number of days and lead to a modified, out-of-school work-experience. But we need also to think of work-experience being provided, and which is continually available, inside the school. This should not involve staff and students in a phoney simulation exercise, in which the school workshops are transformed for a week into a small factory, with simulated teabreaks. But arrangements should be made with the L.e.a. and the relevant trade unions, for the men and women employed by the authority on internal maintenance to offer themselves as foremen/instructors to volunteer students, to whom they would introduce such skills as painting, plumbing, decorating, gardening and catering, and would act as regular helpers and quite unofficial apprentices.

At the same time the practical subjects already provided in schools should be much more closely geared than they are to the needs of the school or of the local community. It is not a question of exploiting the defenceless children, it is a means of exploiting the school and its needs, for the benefit of the pupils themselves and the community.

This extension of the use of practical subjects must not be accompanied by any extension of the "theory work" that has been so lavishly attached to them. It is time we recognized that subjects involving practical skills, such as cooking or sewing, have been made repellent to a large number of students through the introduction into syllabuses of a nauseating mass of theoretical dust and ashes. The fact that such students are often themselves practised and proficient in these subjects through the practical work they are forced to do, or they enjoy doing at home, is sometimes not known, or simply disregarded.

One of the main reasons for the injection of complicated and meaningless theoretical studies into practical courses at school is the ludicrous insistence on producing measurable "results" in public examinations. The marking and grading of a cooked, sewn or constructed creation is extremely difficult. Such theoretical studies are further promoted through the intellectually snobbish and dishonest assumption that theoretical work, however ludicrous, is more worthy of respect than practical expertise and experience.

Photographs by Homer Sykes

The other prescribed course, covering communication and understanding, would aim to develop constructive and critical thought, along with efficient and accurate expression through speech and writing.

It could be offered at various levels, for which students could opt according to their own assessment of their capabilities. One area of this second prescribed course would be compulsory, but only for selected students who had not reached, at 14, minimum standards in reading, writing and calculation. There is no need to use euphemisms to try to disguise the fact that such a group is retarded, for in many cases, if not in all, the failing can be attributed to the school experience. It is, therefore, the duty of the school system to rectify it.

The course should be made as practical as possible and include typing, the use of Letraset, practical measurement, and should develop up to a simple standard the ability to read diagrams, graphs and maps. Students selected for this course would follow it until the set standard was reached or passed.

The optional part of the rest of the curriculum must be genuinely optional; on the other hand it would be understood that a student who had opted for a course would be under an obligation to see it through. This proviso means that students need only attend those options for which they have contracted; if, among the selection offered, there are no courses which appeal, they should have the right to absent themselves from school, except for the prescribed courses described above. However, every effort should be made by the school to offer students the widest possible choice of options, which would attract all but the most hostile.

There is a group of students who need special treatment (well described by Paul Willis, "Lads, Lobes and Labour", *New Society*, May 20). By 14, and probably long before, they are already uninterested in almost any of the experiences consciously and conscientiously offered by school. Their job expectations are low, but not pessimistic. They will find a job for themselves if they want one. They are not interested in the idea of "getting on" in any job they may take. They get their pleasure and fun and satisfactions outside of and in spite of the jobs they will have to do, and they have, to an important extent, learned how to do just this while at school, in lessons.

When the school culture is imposed on them too forcefully they react by exposing their own culture as a counter attack. They have learnt that when the work is boring, "the self can be separated from the work". Having plumped for a carefree unambitious life, enjoying the society of friends with like minds and similar styles and satisfactions, they have managed to solve a problem which many a pen-pusher in an office has failed to solve: how to live happily with boring work without the motivation offered by examinations, career prospects or deferred delight.

But there still remains, or rather they still remain, a problem for the school. The disruption and tension and the waste of teachers' time resulting from their compulsory presence in lessons or even inside the school, make life for teachers, and for those pupils who genuinely want to "get on with it", strained and unproductive. "It might be built of marble", but as long as the school remains a school this group will continue to disrupt it.

On the other hand, there are many good reasons why the school should not change its nature as a teaching institution. There are too many clients who want it like that. This points to the policy of releasing the disruptive group at any time when there is nothing (apart from the prescribed element) offered by the school which they will accept.

It is worth considering the possibility of allowing such students, in their last two years, to take up a "protected job" outside or inside the school; that is, a job with proper supervision by a foreman/instructor, and taken with the proviso that once a week they should report to the school, and in particular to one of the groups studying jobs. There are a number of ways in which attendance and regular reporting can be assured, especially if a small wage, paid through the school, were involved.

The money for such payments would be "saved" by not providing courses for this group in the school. For it must always be accepted that as much money and resources should be available for such students before they have reached 16 as is available for those who stay on for normal courses.

Such a scheme would tend to split up the students in the school in much the same way as they will split up when they leave. Indeed, if we are honest, have they not split up long before? But it would also mean that students would be doing what they have genuinely chosen to do, with a resulting rise in efficiency and a fall in tension. It would mean that we abandon one element, but one element only, of the ideal of equality—"One law for all". But as Blake said: "One law for the lion and the ass is tyranny."

Harry Rée teaches at Woodberry Down Comprehensive, London.

Cockpit to plaie howse

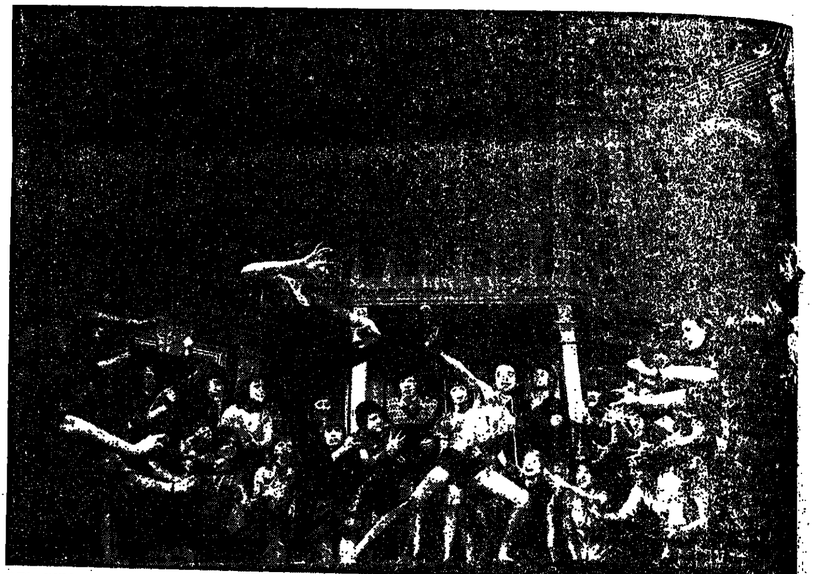
Heather Neill on the summer project at the Cockpit Theatre

The Cockpit Theatre in Gateforth Street, Marylebone, has been miraculously transformed for the summer months. Hundreds of children from ILEA schools are familiar with its usual square, bare, functional interior because they have taken part in theatre in education projects there, this being one of the ILEA's own theatres. But since June it has been metamorphosed into an elegant, seventeenth-century playhouse, complete with balcony, pilasters and apple green panelling, in a shape and style that echo what such a theatre might once have been, a cockpit.

The reconstruction is, however, more than a happy play on words and a romantic setting for a summer festival to commemorate the opening of the first playhouse in London, the Theatre, Finsbury Fields, exactly four centuries ago. Its designer, C. Walter Hodges (famous for his work as a theatre historian, especially for the design of the Elizabethan St George's theatre which opened this year in Islington) has drawn on available scholarship to create an interior as nearly correct as possible.

In the foyer of the modern Cockpit there is a scale model, built by John Ronayne to research designs by Dr Richard Southern which have taken into account plans of an unnamed playhouse designed by Inigo Jones. Scholars now argue that those, the earliest extract of an English theatre, may well have been designs for the conversion of the cockpit in Drury Lane in 1616. It is the story of this theatre and especially the Beeston family, who were associated with it for 50 years, that provides the material for *Wild Beest of London*, the specially commissioned play which is intended to be the climax of three months of guest productions and other events. Visiting companies have adopted suitable names in honour of the occasion and have performed plays of the relevant period. The London Academy of Music and Dramatic Art appeared as Queen Henrietta's Servants and Aileyn's School as Beeston's Boys. The Cockpit Summer Youth production is to be by "The Prince's Players".

In the largeness of its conception *Wild Beest* echoes the courage and ambition of that early entrepreneur, Christopher Beeston. The modern playwright, John Wiles, who is also the director, has carried out a prodigious amount of research in his own right, aiming to create a documentary that is also entertaining and a suitable vehicle for a large cast of varying ability and experience. There were no auditions. The only stipulations were that participants should be aged between 15 and 25 and that they should be prepared to dedicate themselves totally to the project for a number of weeks. More than 50 young people have stayed the course, working daily during the rehearsal period from 10 am to 5.30 pm where possible. A few have managed



"The Wild Beest of London" in rehearsal.

to hold down jobs at the same time, but most are still at or have just left school.

John Wiles is slight and wiry with an air of brisk authority. He does not brook slovenly work—there simply has not been time for waste—but he has clearly won the respect of his cast who seem to have been moulded into a company remarkably quickly in view of their widely different experience. His approach, he says, is physical. Every day begins with a long session of exercises to loosen muscles and tighten concentration. He only asks the cast to act, he adds mischievously, when they are too exhausted to do otherwise. As a writer, John Wiles is a veteran of seven novels, a hundred television scripts and a piece for the Royal Shakespeare Company, *A Lesson in Blood and Roses*. As a director he has worked with various youth groups, including the National Association of Boys' Clubs.

Wild Beest is a chronicle play which uses music (by Howard Rees and Peter West) and dance as well as action to tell the adventures of a theatrical family and their various companies at a time when to be an actor or a play-house manager was a dangerous business. The Cockpit's history is inextricably bound up with events of the time: the Civil Wars, the execution of the king, the Commonwealth and the Restoration. Actors were imprisoned for giving illegal performances, but theatrical ingenuity prevailed, even against Cromwell, and the first English "operas" were staged at the Cockpit in the 1650s—the Lord Protector was tolerant of music. The first English actress to appear on a public stage was presented there in one of them in 1656.

An exhibition in the foyer, "The Cockpit and its Times", follows the fortunes of that theatre from its inception in the year of Shakespeare's death to the building of first Theatre Royal nearby in Drury Lane. Here are facsimilies of contemporary documents and information about the literary and political figures and events of the playhouse becomes a miniature history of seventeenth-century theatre in context.

A number of yards from the stands a notice board bearing rehearsal schedules, *Wild Beest* and cuttings from local papers shouting headlines like: "Local Boy Makes Debut". Just as the first Queen Elizabeth linked the age of Shakespeare with the Restoration, so its modern namesake has combined in a single project elements of academic and theatrical, serious and wholehearted, educational and holiday.

The exhibition is portable and available for hire. A review of "Wild Beest of London" appears on page 78.

One of the last dinosaurs

Mark Featherstone-Witty interviews John Cutforth on his retirement from Blackwell's

"Let's face it, I'm one of the last dinosaurs. While I was in full try I used to say I liked a book and we would get down and publish it. That could happen if you were in charge of a list then. I don't think that kind of educational publishing can ever be done again." The particular dinosaur due for extinction is John Cutforth, who leaves Basil Blackwell (the publisher) this year after a 25 year stint choosing the books they were to publish.

His dinosaurian roots stretch back to his family, which produced three striking brothers (one of them Rene). After a spell in teaching, he became an HMI—"a delightful job totally independent of political interference since we are appointed by the Queen in Council. There was then an Inspector of French, Collins, (his name was proverbial), who was inspecting a Catholic school and ended his report by saying 'and further more the head master is both dirty and malodorous'. Before the Catholic fathers could digest the report, some civil servant had toned it down. Collins found out and shot off a telegram to the school with his original remark and was upheld for doing so in the case that followed." The sheer gusto with which he relates this tale shows not only a liking for a good story, but through approval.

In the fifties, a single editor with a loyal secretary in a small publishing house could operate with an independence which is rare today. This is partly because there were more opportunities for editors to follow their interests within various educational trends. "My heart was in prep schools because that was my experience, so I was immensely interested in junior schools."

This interest led to the world of little books which, with Cutforth at the helm, Blackwells pioneered. With Edna Johnson, a subtle of small scientific information books were published for infants. These were to form the base of the famous *Learning Library*, which today has 100 titles, many of them with sales over 50,000. "It was all the sort of stuff I had seen being done in the best schools, by the best teachers. The whole thing was to make it all more widely available." His experiences of primary schools with the inspectorate were embodied in *English in the Primary School* and a picture dictionary for children, both commissioned to push forward new ideas and independence which

From this distance, it is curious to remember that the *Learning Library* was published when the School Library Association was engaged in a bitter internal dispute between the advocates of classroom libraries and those who favoured a "proper library" using traditional grammar school lines. The dust of this battle has, of course, been long settled, but it is worth mentioning because of the decision publishers have to make: should a series be rooted in the classroom and school or should it appeal to the general or even international market?

It is a mystery to teachers how books ever see the light of day. It never be answering to learn that publishers also share this surprise. "So little actually arrived on my desk. It was usually a case of going out looking, finding writers to design [illegible] and [illegible]."

An article in the *TES* with the unlikely title of "Geographicity in the infant school" led to John Cole, a geographer in the University of Nottingham, who was producing material for the instruction and amusement of his two young sons. This eventually led to *New Ways in Geography*, which in turn attracted *Location and Links* from another source. (Notice how publishers like to build on series they already have going.) While on tour in the north of England with a representative, Blackwell's discovered an enthusiasm in many primary schools for lectures on junior mathematics given by Leonard Sealey.

When traced to Leicester, Sealey refused to write books for children "even after one of those publishers lunches which softens everyone up". Sealey finally agreed to write a book for teachers. The first print run of 2,000 lasted for three weeks. "I then asked him how he taught, he told me cards. We put the cards together into a book and suddenly found ourselves printing 20,000 to 30,000, which is something for a small publishing house." (Notice how publishers like to build on successful authors they have got in their lists).

One exception to the rule was M. N. Duffy's *The Twentieth Century*. "A game of croquet with a former colleague in the inspectorate led to my interest in a history book covering this century. Three weeks later a manuscript landed on my desk. The way I worked allowed for during a week, we edited it at the weekend and presented the book to the printer chapter by chapter on Monday mornings." The [illegible] shortly goes into its tenth reprinting.

Most publishers tend to [illegible] a small favoured group of [illegible] with whom they discuss [illegible] Across the country, these [illegible] and carefully guarded few [illegible] exert considerable influence. [illegible] well's favoured the private sch[illegible] "Sir Basil used to say, if you p[illegible] the public schools, you will get [illegible] best minds, the best teachers [illegible] you can always get it right. [illegible] think in many cases this is [illegible]

In practice, however, "the best minds" frequently wrote about [illegible] heads of the market they were [illegible] ing at. *Notes on English Literature* (with luminaries such as [illegible] Hardy) originally intended [illegible] level students and to undergrad[illegible] ates. Cutforth cheerfully admi[illegible] "our main failures have been [illegible] sophisticated" despite the [illegible] for publishing is not all choice [illegible] books. Most people would [illegible] astonished to learn that publi[illegible] is essentially collaboration. [illegible] per cent of my time was [illegible] rewriting."

"When I go back to work on Monday, I have 17 working days. I have nothing more to do. And Doulton has got the list with a blessing, which is as it should be. I'm not a committee man and [illegible] what publishing has become [illegible] books may be better, [illegible] safer. Not likely to be [illegible] pedestrian." When it came down to it, it was my list I'm afraid. [illegible] has every possible disadvantage [illegible] I didn't think it would work now, [illegible] I've loved every minute of it. [illegible] been fun."

No mean achievement

Noel Entwistle on some international methods of evaluating learning

The IEA Six Subject Survey: An Empirical Study of Education in 21 Countries. By David Walker. John Wiley £16.00. 470 15009 2.

At the heart of most disputes about educational policy or provision is a difference of opinion about the relative importance of the many factors which are associated with levels of achievement. How important are home background, pupils' abilities and interests, school organization or teaching methods? Many political decisions affecting education are taken on the basis of assumptions about the relative importance of these factors, but without convincing evidence. Thus a study which reports the attainments of some 250,000 pupils from 9,000 schools in 23 countries and with up to 700 pieces of information for each pupil might be expected to make important contributions to educational thinking.

Dr Walker, the former director of the Scottish Council for Research in Education, presents a summary of the findings from six subject areas which have already been published in more detail in previous publications. The importance of this book is in providing an overview of this enormous exercise in international cooperation, and in the invited comment from Professor Arnold Anderson which explores some of the practical and theoretical implications of the findings.

The danger in international surveys of this type is that so many compromises are made to satisfy the many participating countries that the approaches are unadventurous and the findings predictable and dull. To a large extent this criticism seems to apply to this study. The findings are sometimes frustrating in their lack of overall pattern across different countries, while the statistical statement of what many teachers would take to be obvious is aggravating. But there is often less consensus among teachers about "the obvious" than they would like to think, and so "common-sense" empirical statements still can be just as important as more unexpected outcomes.)

We learn, for example, that pupils' opportunities to learn particular topics in science are related to their overall achievement in science and that competence in foreign languages depends on how long the pupils have been studying that language. Dr Walker comments:

"To some these findings may seem to be obvious, and they may ask whether it was necessary to undertake such a vast international effort to establish them. A partial answer is that these pieces of conventional wisdom now have a more solid basis reinforced by the data obtained from a variety of countries with different educational systems."

But these statements of the obvious do scant justice to the research. The details of the findings provide more subtle and interesting conclusions. The item analyses of the responses to the science tests, for example (in conjunction with information about pupils' opportunities to learn) can help curriculum planning in the sciences. In foreign languages, of course, the number of years spent in studying a subject is important, but did we know that the number of minutes per week (within limits) and the age of starting are relatively unimportant?

Inevitably, in findings of this type, most attention is put into links between achievement and home background, and into the issue of selection for secondary education. The study does not really add much to unravelling the influence of the home on [illegible] ment. Without an independent measure of intellectual ability, the association between home background and achievement is inevitably exaggerated and imprecise. The effect of school variables, as in the Plowden Report, appears to be slight, but this can again be attributed to the relative uniformity in school conditions compared with home backgrounds.

Perhaps the most interesting finding in the current educational climate in Britain relates to the effects of comprehensive education. Among the countries represented in the survey probably Sweden and the United States are best known for their comprehensive systems.

"The countries using comprehensive systems tended to have higher scores in science, while those using selective systems tended to have higher scores in the civic education cognitive test. No difference between the two groups was perceptible in the other four subjects."

In science it was also possible to see whether the brightest pupils were at a disadvantage in comprehensive schools. It appeared that the best pupils had equivalent scores in selective and non-selective systems. Anderson attempts the difficult task of determining the "yield" of the different education systems. He concludes that

"It would be sound pedagogical tactics not to worry too much about nursing the brilliant students, if the aim is to maximise the aggregate of learning. . . . Keeping most of the age cohort in secondary school appears to be efficacious; whether the greater yield of capability from that policy is worth the augmented expense . . . is a separate question."

Where there is selection for secondary education, it is often suggested that social status is, in effect, what is being selected. Anderson argues from the data that even in countries in which the same proportion of children stay on into the higher levels of secondary education, the degree of social selection can be very different. He calculates indices of dissimilarity, as a measure of the degree of social selection for several of the participating countries as follows: Germany 42, Australia 36, England 32, Hungary 27, New Zealand 24, Sweden 16, and United States 4.

"It is found that where status selection for secondary school is high, mean scores in science, reading and literature also are high. Since scores seem to be more loosely associated with status selection of selectivity than with retentivity (proportion staying on), I infer that social selection is weaker than intellectual selection."

Again it will seem an obvious point that selection is intended to be mainly in terms of intellectual ability rather than social status, but there is a strong belief that, in practice, status is often more important than ability. Of course, it is difficult to disentangle the relative independent contributions towards school achievement, but Anderson's interpretation of the IEA findings should be considered carefully.

In another chapter Dr Wolf uses the data to reconsider C. P. Snow's famous description of the "great divide" between academics specializing in arts and science. Is there a similar gulf in achievement among pupils? Wolf examined the correlation between science and literature scores at age 14 (Population II) and science and literature scores at age 18 (Population IV).

"In England, scores on the science and literature tests correlate +0.69 at the Population II level and 0.12 at the Population IV level. This latter correlation indicates that about 1 per cent of the variation in the science test scores can be accounted for by variation in the literature test scores and vice versa. This is in total agreement with Snow who noted '. . . it (the two cultures phenomenon) probably seems at its sharpest in England.'. . ."

It was also found that "schools which did well in science were under average in their achievement in Literature, and vice versa". In other countries, except New Zealand, the drop in correlation, and the difference between schools, is much less marked with an overall decrease in correlation of about .16. The implication of this finding would seem to be that, where specialization is intense, differences in levels of performance is greatest.

But when the actual mean scores for England are compared with, say, Sweden where the drop in correlation is only .23, the English scientists and "humanists" prove to have higher scores in both science and literature at sixth form level. However, this result is misleading, and illustrates the difficulty in interpreting international comparisons. The English system is less retentive than the Swedish and so we are not comparing like with like. The English pupils will be more able, being drawn from a smaller proportion of the age group. It makes more sense to compare levels of achievement before the statutory leaving age, but that is also prior to specialization.

How well did Britain show up in 1970-71 compared with levels of achievement in other countries? Using test scores at age 14, England and Scotland show levels of achievement in science similar to those in Germany, Sweden and the United States, but markedly lower than those in Hungary and Japan. In reading comprehension England occupies a rather lowly position among the developed countries, being below New Zealand, Italy, Scotland and the United States, and this is also true for scores in reading French, although comprehension and interpretation of literature were about average. The problems in interpreting these achievement scores are such as to warrant caution in drawing policy implications, but at first sight the English record in 1970-71 at age 14 was not impressive.

What has this vast study contributed to our knowledge about the different educational systems? Are there any policy implications? Underlying any decisions about competing systems of secondary education (or about different teaching styles in primary schools) are important questions which Anderson raises about "how much of which kinds of knowledge will be acquired by what proportion of the population". This international survey gave some provisional answers to these questions, but each country will have to augment this information by looking in much more detail at their own educational system. Clearly the issue cannot be as simple as comprehensive versus selective, or formal versus informal. But politically, and educationally, it does seem to be important to monitor carefully how well different approaches to education perform in achieving a variety of objectives.

The task of evaluating outcomes is daunting, but ignorance about the effects of different methods of teaching or organization is not an acceptable basis from which to plan the future of our educational system. At the very least, this study has provided useful information about the difficult methodological problems involved in evaluating achievement.

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Calling the teapot black

Ronald Fletcher on a recent investigation into news

Bad News. By the Glasgow University Media Group.
Routledge and Kegan Paul £5.95. 7100 8489 7.

This book, with its own hidden values, is a social science kettle calling a professional teapot black.

Strangely, just as I finished it, I switched on to BBC 2, breaking into a discussion (rounding off *Festival 40*) on the present state of television. The participants, chaired by David Frost, ranged from David Attenborough ("top brass") to influential reporters, interviewers, presenters (Martin Bell, Joan Bakewell, etc) together with guests of equal calibre from the United States. The debate, interestingly enough, bore out the central concern of this book—a concern which has been mounting in the public discussion of "news" over the past year—and "caught fire" (almost disrupting the programme) when the reporting of Northern Ireland incidents came under discussion. Why had there never been a full presentation of the history and causes of the troubles of Northern Ireland? Why had no IRA supporter been allowed to state his case? Was the reporting not inescapably biased because of imposed constraints?

At the heart of the unease lay a profound disquiet with the present requirements of the law: that "news" should observe accuracy, neutrality, balance, and impartiality. Is truth served by these standards? Or is it a casualty of them?

The important thing about *Bad News* is that it is the most serious contribution to this debate so far—from the side of social science. All television news broadcasts and related programmes treating industrial affairs and disputes during the first six months of 1975 (both BBC and ITN) were carefully monitored. The picture conveyed by "the news" was set against facts drawn from other sources (the Department of Employment's statistics of strikes, for example). The wording of the news and the selection of visual material was analysed. The daily procedures of the television newsroom, and the relations between the trade unions and the media were studied. Finally, a detailed account of particular cases was undertaken (such as the strike of the Glasgow dustcart drivers).

The book therefore deserves close study, and certainly establishes the fact that a value-free, "neutral", and exhaustively informative news is a myth. It has, however, several basic shortcomings.

One wishes (with all lovers of precise thought from Confucius to Wittgenstein) that such studies could begin with a clarification of terms. The few involved here never emerge from a pre-Socratic hotch potch. Accuracy, neutrality, balance, impartiality, are not to be equated with each other, and all have important dimensions. "News" is initially an immediate reporting of events, of facts—whatever their subsequent explanation might be. Bodies blown to pieces in a Belfast bus centre, children starving in Biafra, violence between police and demonstrators—these are facts, and journalists and cameramen have to try to record them accurately.

They are also professionally bound, however, no matter how moved to one immediate persuasion they may be, to preserve neutrality in subsequently investigating the stories of all those involved. Only by resisting immediate persuasion and avoiding initial identification with one party is the truth underlying the evidence likely to be discovered. One way of seeking to secure this is to insist on balance in the coverage of rival claims: to allow everyone to state his case. And finally, it is not the journalist's job to make up the public's mind, but to present impartially all the facts and considerations on which careful judgment must rest. The important thing is that neutrality in investigation does not mean—by any means—neutrality in values, or even a neutral conviction.

One major fault of this book is that it never critically discusses these terms and their implications and applications. Having demonstrated that no news is "neutral" in the sense of being "value-free" (did anyone ever think that it was?) and having analysed the structured procedures at work in the selection and manufacture of "news" it lumps all these terms together, claiming that the grounds underlying the assumption that television news is "trustworthy" must "lie in the national culture", and going on to consider such entities as "the collective cultural code". It is here that the team's own slip begins to show—and very conspicuously.

"In an hierarchical and profit-based society, it is unlikely that the central value system is neutral as between labour and capital. Although the value system of the broadcasting institutions is not . . . coterminous with society's central value system yet it would square sufficiently in the industrial area for the problem of producing 'neutral' news to be highlighted."

This, indeed, is a realm of assumptions, not that of social science. As Marx would say, it "abounds in metaphysical subtleties and theological niceties" but offers not a shred of evidence for the existence, even, of the entities and relationships it specifies. Yet this is the foundation on which the analysis rests, and the book then goes on to talk about an "ideology of news".

The prevailing error is the lack of distinction between the "ideology" or "culture" of groups or classes and philosophically clarified values. Impartiality is certainly part of our culture, but only because it is one principle among others in a precise articulation of justice which many thinkers have been at long and great pains to clarify, over many generations and centuries, and to which the making of our social institutions—of government, law, and the BBC within the context of them — has been at pains to approximate.

To show that standards such as accuracy, neutrality, balance, and impartiality are difficult to achieve is one thing—but they remain essential ideals of television (and other) journalism for all that. Indeed, examined carefully, the message of this book is simply to urge that these aims should be more satisfactorily achieved. But here again it reveals its own uncritically accepted ideological bias—its entire emphasis being upon the ways in which the position of workers, and the true nature and causes of strikes, are ignored, whilst other large and important issues are left undealt with.

Under its social science guise, this is a book of left-wing discontent. This discontent may well be justified, but others, too, have their anxieties and complaints. There is no chapter here on the relation between employers' organizations—or the self-employed, or those sacked under closed shop legislation, or the heads of public boards having to suffer uneconomic, union-forced over-manning—and the media. Why not? Why is there only one on the trade unions?

We are left—in the getting, investigating, and presenting of "news"—as we must always be left: in the position of seeking to maximise liberty with responsibility in its exercise. But responsibility implies principles to which we must approximate, and accuracy, neutrality, balance, impartiality, remain fundamental and well-considered principles in the code of professional journalism. They are by no means merely the unreflective ideology of a class or occupational group. This book points to difficulties in the way of observing them, and for this it is welcome—but it does nothing whatever to dislodge them.

Civil rights and wrongs

Leonard Quart

The Afro-American and the Second World War. By Neil A. Wynn. Paul Elek. £6.95. 236 40040 1.

The major premise of Neil Wynn's thorough and carefully researched study is "that war involves the participation of underprivileged groups and therefore leads to the possibility of social gains". He goes on to describe how the Second World War brought blacks into the defence industry and government service, closed part of the immense economic gap between whites and blacks, forced the armed services to reject their policy of segregation, and accelerated black migration to northern and western cities.

These social changes led to a rise in both la black expectations and aggressiveness, accentuating racial conflict ("race riots") and fostering in the development of more sophisticated and militant political tactics like civil disobedience.

There is a brief critique which places the New Deal (which failed to make a single act aimed at helping blacks Americans), and of the attitudes towards blacks of Roosevelt—as "was neither willing nor able to act on civil rights unless forced to do so".

The book offers few revelations into the black consciousness and ethos. Its strength is solidity and coherence rather than analytic depth and originality. Wynn is much stronger on government and social policy towards blacks than in dealing with black literature and music—areas where clarity is no substitute for subtlety. But the book does succeed in demonstrating how the limited gains of the Second World War led to the real (if often merely symbolic) social and political changes of the late fifties and sixties.

Idea and realization

H. C. Dent on the future of education

Administering Education: International Challenge. Edited by Meredydd Hughes.
Athlone Press £5.50. 485 12026 7.
Six Questions: Controversy and Conflict in Education. Edited by J. A. Johnston.
John Wiley £7.40. 471 41656 X.
Does Education have a Future? The Political Economy of Social and Educational Inequalities in European Society. European Cultural Foundation.
Martinus Nijhoff, Guilders 27.50. 90 247 1760 1.
Teaching the Future: A Guide to Future-Oriented Education. By Draper L. Kauffman, Jr.
ETC Publications, 18512 Pierce Terrace, Homewood, Illinois 60430.
An Introduction to Lifelong Education. By Paul Lengrand.
Croom Helm £4.95. 85664 271 1.

A common characteristic of this otherwise heterogeneous collection of books is a concern with challenges, present and future. And all except one proffer responses which their authors believe would effectively meet them.

The sole exception is *Six Questions*, an interesting volume of extracts from books, periodicals, and reports compiled for first year students of education at Macquarie University, New South Wales. Its editor explicitly denies that it is "a recipe book of solutions to educational issues and problems", its business is to stimulate students' thinking.

Its "six questions" are basic: Who shall be educated? What shall be taught? Why, How, When, and Where shall we educate? Its 46 extracts avoid almost completely the stock textbook answers, giving instead glimpses into replies culled from a dozen countries of the six continents.

Some of the extracts are very moving, especially such personal happenings as are told in "The Poor Scholar's Soliloquy"—the boy who "is not very good at school", but owns, and knows precisely how to use, the *Popular Science Mechanical Encyclopaedia*—and "Spinster", a deliciously true-to-life teacher's tale about her New Zealand classroom, where she copes with "white Mark", "dozens and dozens of infant Maoris", and Irini, who is "half Chinese and very five". Encouraging and depressing features of educational systems also stir the heart; witness the happy story of Dr Kuniyoshi Obara's kindergarten-to-university in Japan, and the horrifying one of "The Entrance Examination Hell" in the same country.

The editor seems to have an inclination for the unusual; Neill's Summerhill, for example, is the only English school described—and by himself at that. Geographically too, the selection of extracts seems to a European at any rate somewhat unbalanced, but this comment gets hardly a mention.

Lack of balance appears also in *Administering Education*, the record of the third International Intervisitation Programme on Educational Administration, held at three centres in Britain—Bristol, Glasgow, London—in 1974. The conference, which attracted over 100 people from 20 British Commonwealth countries and the United States, met to discuss "new directions" in the practice and theory of educational administration, and did so at such length that the editor found his material "far in excess of the space available"—even though that ran to 300 pages.

He has included all the main papers except one on Papua New Guinea (published elsewhere), and brief summaries of some discussions. The papers cover research, the teaching of administration, leadership, decision-making, the roles of central, regional and local authorities (an excellent paper on this by Professor B O Ukeje of Nigeria), and current systems.

But almost all the speakers came from "developed" countries. As two-thirds of the countries represented were "developing", it is discouraging to find their interests discussed in only two papers out of 18: that of Professor Ukeje, and a largely historical survey of "Curriculum Change in Developing Countries" by a Unesco specialist.

Interesting as are the competent papers on educational administration and the inspectorate in Britain, it is surely in such countries as British Honduras, Ghana, and Sri Lanka that the challenge lies.

Writers about the future all too easily become airborne; but the authors of *Teaching the Future* and *Does Education have a Future?* keep their feet almost as firmly on the ground as do the contributors to *Administering Education*.

The two books are very different. *Teaching the Future* is a textbook for teachers—specifically, American teachers. Its keynote is practicality, and its most important contributors, which follows a ritual exposition of rationale and objectives, is some two dozen very sensible classroom exercises ranging from forecasts and trends to global survival.

The title of *Does Education have a Future?* is misleading. The authors of this book, which is volume 10 of the European Cultural Foundation's first project in its "Plan Europe 2000", do not even raise the question. What they discuss (and very rationally) are alternative forms which the organization of public education might take in the twenty-first century.

The authors deserve, most properly, from the four alternative forms of society they envisage: two hierarchical, "neo-industrial" and "social welfare"; and two egalitarian, "compulsory collective" and "voluntary collective". Strangely, they do not seem to contemplate any combinations of these forms, despite their admission of the possibility that the next 30 years could follow the trends of the previous 30—which would be unlikely to lead to clear-cut versions of any of the forms indicated above.

That is, if predictions of trends have any reliability. But see how these authors have been betrayed: writing of education in hierarchical societies, they say that "The optimism of the recent expansionist period in European educational systems forms the image of the future educational system".

M Paul Lengrand is cautious with his predictions. Though he has been campaigning for "lifelong education" for many years, both as a member of the Unesco secretariat and in a personal capacity, he still sees it as very much in the future. He confesses that "Lifelong education is still at the conceptual stage . . . [it] does not yet exist anywhere in the fullness of its aims".

These he defines as "the unity and totality of the educational process". He carefully distinguishes lifelong education from adult education, with which, he says, it is often confused. Lifelong education is:

> education in the full sense of the word, including all its aspects and dimensions, its uninterrupted development from the first moments of life to the very last and the close, organic relationship between the various points and successive phases in its development.

Can such a comprehensive ideal ever be realized? M Lengrand believes it can, but only because new avenues, radio and television among them, have opened, and provided that man's creative powers are not whittled away by a hostile world or modes of training which pay no respect to his originality and thrust. It is a chilling reservation.

Paperbacks

Home, school and beyond

Teaching and Learning in Higher Education (3rd edition), by Ruth Beard (Penguin £1.00. 14 08 0239 8). For all those concerned with higher education in Britain, this is a welcome updating of a standard introductory compendium—but such is the wealth of innovation now taking place that the author foresees the need for a new book rather than a new edition next time. The increased and diversified enrolments in higher education, the empty places, increased competition for promotion and the economic squeeze now place this field, perhaps strangely, in a boom market. Whatever its motive, this book ought to assist teachers and learners in higher education to improve their efficiency.

The Family, Education and Society, by Frank Musgrove (Routledge and Kegan Paul £1.95. 7100 8433 1). First published in 1966, Musgrove's radical attack on the unholy alliance between the "good school" and the "good home", which was alleged to produce adolescents with neurotic drive rather than with a joy for learning and achievement, now looks somewhat dated.

The intervening decade certainly seems to have given little assurance to those concerned with the maintenance of traditional values which the author argued were the tragic but inevitable consequence of the alliance. The life and potential of many of our children remains impoverished because too many homes or schools (or both) are so fragile in terms of their love and care for the individual that they are unable to form any kind of meaningful alliance with any other agency.

The publishers might have persuaded the author to update his interesting empirical work in this new edition through study of a representative sample of comprehensive school adolescents. Yet Musgrove remains a provocative author who oscillates between the scholarly and the wild; this is meat only for those sharp enough to take issue with him.

Richard Whitfield

Thinking deeply

Philosophy and the Teacher. Edited by D. I. Lloyd.
Routledge and Kegan Paul £3.20. 7100 8282 7. £1.60. 8283 6.

Six contributors, all from Stockwell College, have between them written 11 articles for this collection, on subjects including teaching, indoctrination, knowledge, the curriculum, traditional and progressive, freedom, authority, aims, creativity and the nature of man. It is aimed at those who have little or no previous acquaintance with the philosophy of education.

The authors have evidently met some hostility in presenting philosophy—criticisms that it is not practical, that it is only destructive and that it requires cold emotionless rationality have to be met by the editor before positive discussion can begin. Originality is not claimed and the collection may well be an exciting to anyone already familiar with the field, but the arguments and counter-arguments are easy to follow.

Philosophy is seen as offering the teacher a deeper understanding of particular issues and not as providing some supposedly universal skill of clear thinking.

The philosophical quality of the articles varies but in the terms of the task they set themselves the authors have largely succeeded. A serious omission, however, is a contribution explicitly on values and the value-judgment. Neither such general values as self-realization, fulfilment and happiness nor those values more particularly related to moral education receive the treatment that they deserve. Probably the best way to use the book is as a chapter-by-chapter basis for seminar discussion, especially as further reading is suggested for each topic.

R. F. Dearden

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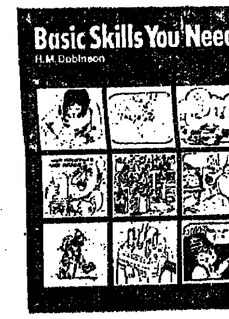

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Framework and Expansion of Nursery Education
by ELIZABETH BRADBURN

This book is not intended as a biography of Margaret McMillan. It has been written to encourage students, teachers, lecturers, parents, play-group leaders and social workers, to examine the important contribution which Margaret McMillan made to educational practice, and it is hoped that they will go on to explore for themselves her own reports of her open-air nursery school. In doing so, readers will catch glimpses of a fascinating character who set out to create "a nobler human race in a new and nobler social order". In the current debate about the educational value of self-directed play, structure in nursery schools' curricula, the nature of teachers' interventions in children's activities and parental involvement in education, Margaret McMillan's work merits fresh consideration. Viewed through the prism of time, her nursery in Deptford emerges as a successful social intervention model designed to narrow the gap between the affluent minority and the impoverished majority of her era. Those interested in the Third World of today, and the Fourth World of tomorrow, will find fresh inspiration in these pages; deprived populations outside Margaret McMillan's country were never outside her care.

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Edited by Norman Tutt, Principal Social Work Service Officer in the Department of Health and Social Security

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Of the people, by the people . . .

Andrew Currie

How shall I Vote? Edited by Hardiman Scott.
Bodley Head. £2.50. 370 10799 3.

The Disillusioned Voter's Guide to Electoral Reform. By Christopher Mayhew.
Arrow Books 60p. 09 913410 1.

Coming in the wake of the recent report of the Hansard Society Commission on Electoral Reform, these two small books are nothing if not topical; and, indeed, this quality is reinforced by the discussion about how members of the European Parliament should be elected.

Mr Scott provides a journalist's introduction to short essays on most of the political parties—Labour, Conservative, Liberal, Celtic Nationalist, Communist and Northern Irish. Each is written by a prominent member, two having had the advantage of ministerial experience. The style throughout is sufficiently attractive to capture the attention of the young reader (perhaps looking forward to casting a vote for the first time) for whom the collection seems to be intended.

It is the more regrettable, therefore, that this book of 144 pages costs £2.50. Like every other composition, it has the defects of its merits. No doubt it was in the search for brevity and simplicity that Mr Scott suggested that a country can manage its affairs without politics. Was he thinking of party politics in our sense of the expression? The other writers have provided remarkably clear accounts of the principles, practice and sometimes the history of their parties; and this is done so that even those who can detect a considerable degree of similarity among the three main parties are still able to identify some distinctions; for although one can see that, eg, Labour and Conservative are essentially coalitions, it would be going too far to suggest that there should be such an immediate union of the two that we develop overnight into the single party state.

Whether or not an attempt at proportional representation was intended, it is interesting to see that the number of pages per party varies to some extent with its number of MPs. Brevity has not prevented Mrs Williams from indicating that the Labour Party construes "equality" in more than one way; but it explains, perhaps, some quite sweeping statements. The Scottish Nationalist Party contribution is especially interesting for its extract from a suggested written constitution. The book could usefully be used in current affairs sessions in schools, or as part of the liberalizing process in technical colleges.

Mr Mayhew's booklet is self explanatory, and his attack on the electoral system is supported to some extent by the question, "How shall I vote?" He seems to be partisan—and his stance is reflected by a fairly recent change of party allegiance. The usual arguments are set out, and the account of the West German process may be new to some readers. But the main issue seems always to be shirked; whom is the MP supposed to represent? A significant body of opinion thinks that it is the constituency: if it were otherwise, every constituency would have considerable numbers of voters who were unrepresented. And what of the population who cannot vote? One has the impression that party pays in the debate on electoral systems could benefit from a new essay on Representative Government. If old arguments for the whole issue were now to be

British Government 1966-1975. By Frank Stacey.
Oxford University Press. £6.50. 19 876035 3. £2.75. 19 876036 1.

Some readers will no doubt share the reviewer's misgivings about the sub-title of this excellent book: "Years of reform"; the notion of improvement which is certainly implicit in reform is not so in reorganization. Professor Stacey's remark that the "practical difference in the political context between a reform and a reorganisation cannot be great" seems a little optimistic—one wishes enormously that it were not so. But, of course, certain of the reorganizations did bring about, or at least embody, some reform.

The substance of the book is contained in 10 chapters: these concern respectively the franchise, the working of parliament, reform of the House of Lords, organization of ministries, changes in the Civil Service, local and regional Government, the health service and the redress of grievances. With admirable economy of words the author takes his readers through the background to change, the working and findings of the several committees and commissions, and the subsequent action taken. And so we have a stately procession: Maud, Redcliffe-Maud (twice), Senior, Herbert and Bains, Fulton; Kilbrandon; Crowther-Hunt (all representing the "great and the good"); references to a large number of valuable official documents and academic writings—the whole is supported by a complete a bibliography as most teachers and students can cope with.

Useful comments are made on the organization of electoral boundaries, on how to make more effective use of parliamentary committees, on scrutiny of delegated legislation, on some injustices within the province of administrative tribunals, and on how parliamentary and other commissioners may be made more effective. But a reference to rates as an inefficient means of raising revenue reads strangely to a former financial administrator, as did the conception of the role of the local authority treasurer as mainly that of pruner of estimates. Again (like so many other commentators) Professor Stacey appears to overlook the fact that a local authority is responsible for an agglomerate of disparate functions—not that that need inhibit a disciplined attempt to examine the needs of a population as a whole.

A more extensive treatment of the author's judgments would have been valuable though this might have militated against achievement of his main objects. This volume will stand admirably by itself, it will be especially welcomed by those who read with pleasure Professor Stacey's *The Government of Modern Britain* (Clarendon Press, 1968). Accuracy, clarity of exposition and conciseness are not always so successfully combined as they are here.

The Radical Soap Opera, by David Zane Mairowitz (Penguin 50p. 14 00 38854). Subtitled "Roots of Failure in the American Left" this takes the reader from programme notes and curtain raiser to the grand finale through the tragic-comic dream states, from Mark Twain and the Bomb to Nixonculture and Gay Liberation, Slavsky, McCarthy, Joan Baez and Dr Spock sing brief arias—and for those who want to get down to business there is a seven-page bibliography.

Octave and sestet?

Edward Neill on the sonnet

The Faber Book of Sonnets. Edited by Robert Nye. £4.95. 571 10774 5. £2.25. 10775 3.

The indolent reviewer (also the industrious reviewer, if he exists) must fairly admit to being preempted by Robert Nye's own critical introduction, which is both astute and factual. Mr Nye knows that the sonnet is pedagogically handy, with its obviously schematizable structure. The sonnet was also helpful enough to change over the years, so that the pupil who does not like poetry or is frightened by it can at least tinker with the machine in a reassuringly mechanical way. Wee Wullie does not have to pretend to be F. R. Leavis. (Perhaps I should explain that is intended to use this book widely in Scottish schools.)

The sonnet appears to have originated in the early thirteenth century at the court of the Emperor Frederick II in Sicily with Pier delle Vigne. Then Cavalcanti and Neo-Platonic sighing, Dante and theological eroticism, Petrarch and England. It's fairly clear that Wyatt and Surrey—first English sonneteers—inherited a kind of content as well as a kind of form. Both have continued to modify. The English sonnet from the first had a closing coupler, knocking out of shape the Petrarchan "14 decasyllabic lines divided into two parts—an octave rhyming ABBAABBA and sester rhyming CDECDE." Spenser erodes the division between octave and sestet—Thus Leading To Milton, as we examinees put it.

Shakespeare's three quatrains and couplet is not called the "Shakespearian" form because it originated with him, but because he did it better than anyone else; though it's true that Gascoigne, Raleigh, Florio, Sidney, Fulke Greville, Chapman, Daniel and Drayton (all represented here) are inclined to keep the rather excessive rhyming—excessive for English, that is—that the Italian mode invites them to.

Nye is a cunning as well as an industrious anthologist. He knows he must include things like "My mistress' eyes are nothing like the sun", that stunning peripeteia of the sonnet's progress, as well as, say, "When in disgrace with fortune and men's eyes," once described by Hugh Kenner as "a Renaissance fit of the sulks cured by thinking of something else". But he blends this with much that's unusual.

Indeed, if you are the sort of person who carries the usual sonnets of Shakespeare, Milton, Wordsworth, and Keats around in your head, you may find that it is those of George Herbert, John Clare and Robert Frost that *find* you, in Matthew Arnold's phrase, most, in this collection. Indeed, it seems to me that it is the sonnet in its most public and didactic (once "normative") that has become problematic. Wordsworth is a great poet, but Thomas Lovell Beddoes' delightful "To Tartar, A Terrier Beauty", is semi-parodic:

> "oft Intensest looks
> Long scrutiny o'er some dark-veined stone
> Dost thou bestow, learning dead mysteries
> Of the world's birth-day, oft in eager tone
> With quick-tailed fellows bandiest prompt replies,
> Solicitudes canine, four-footed amities."

The reader will be surprised at the number of relatively unsung people who have written good sonnets, like Trumbull Stickney, Elizabeth Daryush and Edgell Rickword. He will see that his interest in Coleridge has been far too selective, that Charles Tennyson Turner is a delight and that Coleridge's son Hartley is worth reading too. He will also be surprised at the persistence of the form through the complexities of modern and modernist poetry.

There is Patrick Kavanagh wishing to be remembered (commemorated ?) by a park bench by a canal, William Empson on a woman cleaning her teeth into a lake, Malcolm Lowry smashing all the glass in his hotel room in Santa Cruz, Philip Larkin's three rather elemental old men—Jan van Hogspeuw, Old Prijk and Dirk Dogscord, Hugh MacDiarmid with Christ "in Elysium" consoling Burns on having as stupid followers as he has, Thomas Hardy and E. A. Robinson building short stories in sonnets' little rooms, that extraordinary poem by Edward Thomas which accommodates the phrase "Flushed with desire I was".

One of Allan Tate's (also very good) contains the phrase "Man, dull critter with enormous head", a line surely derived from contemplation of his own massive cranium. His poetry is also macrocephalic and a mere line and a half ("When I was ten, I told a stinking lie/That got a black boy whipped") will show how utterly the young Robert Lowell derived from him.

Speaking of Frost's mastery of the "form", Nye gets it just right when he says that "you notice first that the thing is a good poem; then that it follows some literary form". The writer's achievement is not in conforming with the pattern, but in making it comply with what he wants to say.

I have no quarrel with Nye's introduction, or with his selection. Like Dickens's Abel Magwitch in Australia, he has done wonderful well. But he should have provided a page or two of notes: some poems are difficult, and it would be helpful for the reader to know (for example) that "Introduce Me to your story" in one by John Berryman is a prurient plagiarism from Mallarmé.

On and off the shelf

Peggy Heeks

The Effective Library. By Barry Totterdella and Jean Bird. The Library Association £10.00. 85365 248 1.

For those who haven't time to read reviews, the verdict straightaway is that *The Effective Library* is a significant report of which everyone concerned with public libraries should be aware—and although it repays reading right through, those harassed for time can begin with chapter eight: Summary and Conclusions—and spread out from there.

The judgment is easier to come by than the description. The Hillingdon Project was a research project begun in 1971 which focused on three branch libraries, looking at their catchment areas, satisfaction of users and the attitude towards reading and libraries of local residents. Excluded were reference and children's services. Ninety tables and 200 pages of text record and interpret the findings. The purpose was to "measure the effectiveness of public library services within a given community and develop a methodology for doing so": it is claimed that the result "represents the first attempt in this country to measure attitudes to public libraries and to relate such attitudes to demographic characteristics and to use and nonuse."

I found the claims oversize, the presentation of material frequently unhelpful (impossible to find cosings, hard to find the scale of the sampling or to synthesize the important points in the mass of detailed tabulation). Chapter bibliographies are good, but we miss a final bibliography of major items. No reference is made to a similar study, *Public Libraries and Their Use* (DES, 1973). Worst of all, the view of community analysis which completely omits community groups, and the belief that effectiveness can be tested without reference to community associations, must be condemned as simplistic and misleading.

So why the verdict? Because of the interest of what does lie here, especially in relation to non-users, because of the greater understanding of the library client engendered by the report and the pungency and wisdom of the comment. The report builds on Luckham's *The Library in Society* and acknowledges a debt to the major American surveys of Berelson and Martin, but goes beyond them in highlighting what turns readers off libraries, concluding that "Public libraries operate on a minimum level of user satisfaction". Tucked among the tables and statistics are suggestions sufficient to cause a library revolution if librarians can be bold enough to let libraries become the places the public want.

Among this week's contributors:

Andrew Currie lectures in law at Durham technical college.

R. F. Dearden lectures in the philosophy of education at the London Institute of Education.

Noel Entwistle is Professor of educational research at the University of Lancaster.

Ronald Fletcher is the author of *The Making of Sociology*.

Peggy Heeks is assistant county librarian for Berkshire.

Richard Whitfield is Professor of education at the University of Aston in Birmingham.

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Leading ideas

David Self on poetry and prose anthologies

Departures. By Leonard Smith and Ron Davies. Chambers. 60p each. Teachers' book 75p.

There is a story going the rounds about a progressive middle school where the inquiries till break, thematic studies from break till lunch, and in the afternoons the pupils work on topics. It would be unfair, though, to suggest that *Departures* is suitable only for use in such unencircled situations.

Intended primarily to develop "English" skills, *Departures* is a series of six card-covered 32-page anthologies of poetry and prose, illustrated by children's art work. Each book has three main themes. Book one is about gardens and flowers, fruit and food and Christmas; book two is about night, people and places; book three about water, birds and animals; book four, air and weather, the night sky and space; book five, fire, disasters and transport; and book six is about boats and ships, pets and insects.

The overall is a pleasant mixture of the familiar (*Kes*, *Cider with Rosie* and some widely anthologized poems) and the unexpected: a recipe from Mrs Beeton and the song of the beetle from Ian Fleming's *Diamonds are Forever*. They are attractively (if somewhat formally) presented, and will appeal over a wide age range at the top of junior and throughout middle schools. At the conclusion of each theme is a page of suggestions of things to do, to talk about and to find out about.

The accompanying Teachers' Book likewise has a page of follow-up suggestions for each theme—lists of passages to read to the class, books for class use, and thematically linked music. A brief introduction points the aim of the series and prospects positive the inclusion of activities which might seem remote from "English": "It is through creative, cooperative work that children learn to think, listen, talk and write . . . The stories, poems and other patterns should be seen as no more than points of departure; where they lead will depend on the adventurous and imaginative spirit of the children, and of the teacher."

Indeed it is easy to see how these booklets will stimulate a variety of pleasant activities loosely related to a given topic. It is less easy to see how these activities might be constructively roluted. If *Departures* is to support extended project work, and if the authors' intention that each book "should provide roughly a term's work" is to be realized, then that adventurous and inquiring spirit will be working overtime. Most pupils will need more guidance than such suggestions as "Battle and glove puppets are easy to make". "Some small animals can be brought into the classroom" and "Study migration, using maps". And many teachers would welcome suggestions that would guide more structured and purposeful work.

Departures is an attractive and welcome resource: a series of appealing thematic anthologies that will supplement many English courses and schemes of work. But when it comes to initiating major project work, the booklets are (as indeed the introduction says) only "points of departure" and not route maps. Too great a reliance upon them will result in aimless activities and encourage the sort of story with which I began.

Two Everyman paperbacks are newly available. *Restoration Plays*, introduced by Robert G. Lawrence, contains five comedies and two tragedies as a sample of the plays of the period. It is nice to have Dryden, Wycherley, Congreve, Otway, Farquar, Vanbrugh and Etherege represented in one volume for £1.50, even if the print is small and the text cramped. *William Shakespeare: the sonnets* is good value at 50p.

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Sitting comfortably?

Rachel Blake

The Story-Teller. Compiled by Graham Barrett and Michael Morpurgo. Ward Lock Educational £2.50. 0 7062 3493 6. £1.40. 3513 4.

The contemporary novel may be in crisis for lack of takers but thank heavens the value of the short story in 'heightening awareness, and as a trial-ground for experience, has not been seriously doubted here, either by the preachers or the practitioners. And since this collection of 18 stories for 10 to 14 year olds has been made with reading aloud in mind, it should encourage quality of reading and talk in classrooms and families, and the breakdown of that still widespread fear of the spoken word.

Most are by the artist-child, to, though set in childhood not written especially for children. The selection seems slightly weighted towards boys (if revenge, initiation, trial and endurance are boys' themes), with the Maupassant's *Vendetta*, Orwell's *The Black Hand*, Doris Lessing's *Through the Tunnel* and Jack London's *To Build a Fire*. But some good animal stories, *That Mark Horse*, by Jack Schaefer, *The Rescue*, by Emile Brand, and *Power* by Jack Cope help to redress the balance.

Fantasy and horror are in Ray Bradbury's poetic *Fog Horn*—it calls up a lonely sea-monster—and John Wyndham's *Compassion Circuit*, where robot sympathy for human suffering leads to some frightening operations.

The book is well presented. Approximate reading times of the stories are conveniently indicated, while the green and yellow art nouveau-influenced cover design by John Doust and the satisfying clarity of the printed page make it very appealing.

Bard and blockhead

Stewart Trotter on two new studies of Pope

The Reputation and Writings of Alexander Pope. By James Reeves. Heinemann £7.50. 435 18771 0. A Preface to Pope. By I. R. F. Gordon. Longman £3.00. 582 31507 0. £2.00. 0 582 31506 9.

Long Reeves despises Pope as a man—and there can be no doubt that Pope got up to some shady and devious practices. But in the end it is the poetry that matters—and it is here that Mr Reeves's book falls down. For it tries to judge Pope's poetry from an entirely modern, post-Romantic standpoint—and places an anachronistic premium on originality and sincerity. Pope's greatest glory—his development of the heroic couplet—is hardly touched upon. And any critic who tries to examine Pope's use of language is castigated by Mr Reeves for moral flippancy. So when Pope writes in *The Rape of the Lock*:

> "This Nymph, to the Destruction of Mankind,
> Nourish'd two Locks, which graceful hung behind
> In equal Curls, and well conspir'd to deck
> With shining ringlets the smooth iv'ry neck."

—all Mr Reeves can find is "tautology". He does not pause to consider that Pope may be imitating—in verse—the cascade of hair down Belinda's neck. And when he dismisses Pope's glorious line—

> "Thy Stone, O Sysiphus, stands still"

—as clumsy, he does not seem to realize that the "s" sounds make the line stand still as well as the stone.

The least sympathetic part of Mr Reeves's book is the chapter on *The Dunciad*. He tries to judge this great poem by the values of a minor public school. Pope is "unfair" when he writes—quite brilliantly—"How Welsted, flow, thou like thine inspirer, Beer"—because Welsted drank wine. And the final triumph of dullness "untrue" because Handel was writing his Messiah and Fielding his *Joseph Andrews*. If Mr Reeves's book has any interest at all it's in seeing how obsessed one poet can become in trying to destroy the work and life of another—and it's difficult to resist the comparison with the boards of Grub Street hacks who crucified Pope when he was alive.

I. R. F. Gordon's Preface book is much sounder—if a little dull. It balances Mr Reeves's portrait of a vain, ambitious self-advertiser by referring to Pope's great love for his parents and his passionate regard for his friends. It explains the conventions within which Pope was working—and if it sometimes takes Pope's protestations of integrity at their face value, this is some relief after Mr Reeves's wholesale demolition job.

Most interesting are the quotations in the book from pamphlet attacks on Pope's dexterity. What is surprising—as Guerinot points out—is not the savagery, but the restraint, of Pope's retaliations. Pope, at least, is attacking faults that can be corrected—but there's not much he can do about a hunch-back. Mr Gordon goes so far as to find a positive side to Pope's satire—and here the reader may find it difficult to follow him. But his assertion that Pope was deeply committed to the living world is unquestionable. And the devastating parade of dullness in *The Dunciad*—with "hard and blockhead, side by side" is as relevant to our telly-watching times as it was to Hanoverian England.

Land of great hatred and little room

Shirley Toulson

Out of Ireland: The Poetry of W. B. Yeats. By Dudley Young. Carcanet £3.50. 85635 119 9.

A poet of Yeats's stature must be interpreted anew for each generation. Dudley Young, who speaks for those devastated by the fallout over Vietnam, turns to a consideration of the work of "the best mind of the twentieth century's first generation" in an attempt to discover if "the silence which now pervades the west" may be the prelude to "a rebirth of wonder".

He takes his clues from the ways in which Yeats struggled with the demands of his own time and personality. This book, which results from that investigation, serves two purposes. On one level his analysis of the opposing factors that tugged at Yeats, and the way the poet attempted to evade or resolve the conflict, forms the basis for a systematic criticism of individual poems.

In a more general way, Mr Young's study looks to Yeats (and to Samuel Beckett, who he considers has taken up many of the Yeatsian threads) to provide a guide which can show the present generation how to come to terms with the dead bones of its ancestors. This, he argues, is the only way of escape from that hatred which Yeats believed to be congenital.

The title of the book comes from Yeats's "Remorse for Intemperate Speech", a poem written in 1931:

> Out of Ireland, have we come.
> Great hatred, little room,
> Maimed us at the start.

Proud paycock

Roy Blatchford

Sean O'Casey and his world. By David Krause. Thames and Hudson. £4.50. 500 13057 8.

A delight to handle, beautifully printed and liberally illustrated (an Augustus John portrait of the artist and a photo of an engrossed Sam Wanamaker directing are reproduced on the dust-jacket), this addition to the Thames and Hudson series should find itself on most school library shelves. Sean O'Casey, as quixotic as he was uncompromisingly down-to-earth who, like Joyce, was forced to leave his land to be completely Irish, is an absorbing biographical figure.

The last-born of 13 (eight died in infancy of diphtheria) he was the working class rebel, proud, Protestant and poor; the fiercely independent writer who avowed that no man could be classless or without his politics; the champion of socialist ideals; the ardent nationalist who at once deplored the jingoism English critics lampooned him for: a man whose literary career was fraught with controversy, failure, riot in the theatre and rejection, whose concept of symbolic drama came a generation too early.

Professor Krause tells the story of the first productions of his Dublin trilogy, which included *Juno and the Paycock* and of *The Silver Tassie*. The initial support of the Abbey Theatre followed by the writer's rejection by W. B. Yeats and Lady Gregory is related through their letters and the comments of contemporary critics, but above all through the blasts and benedictions of O'Casey's own vituperative pen. Photographs, cartoons and drawings of the people and places caught up in his life complement the text.

O'Casey wrote of Yeats what might judiciously describe himself: "Arrogant at times, not always wise; but vigorous, poetic and of unbreakable integrity." No one who reads the letter he wrote to one of his many anonymous and distant admirers, consoling her in a period of loneliness and sadness, can fail to realize the unassailable power and glory of the man. Unfortunately, the elegiac note of the letters sometimes leads the biographer to sentimentalize O'Casey's battles and achievements.

The text apart, an instructive bibliography and chronology of the dramatist's life, and a pleasingly uncluttered index, add up to a highly readable study for older pupils which will surely press many to turn or return to the plays themselves. That, when all is said and done, is the critic's lot.

NP NOTTINGHAM PLAYHOUSE 0602 40557 AUTUMN-WINTER 1976/7

Gala Production
SHAKESPEARE'S
OTHELLO
Opens Sept. 16th

World Premiere of a children's play
THE MAGICALYMPICAL GAMES
by Graeme Garden Opens Dec. 7th

Three Comedies
TRAVESTIES
by Tom Stoppard Opens Sept. 23rd
HOBSON'S CHOICE
by Harold Brighouse Opens Oct. 21st
The British Premiere of
KNICKERS
by Karl Sternheim Opens Nov. 25th

Playhouse Company includes:
David Beames, Stuart Blake, David Blake Kelly, Rachel Davies, Andrew Dobbyn, Brian Glover, Nick Gregory, Robert Gwilym, William Hoyland, Edward Jewesbury, Paul Jones, Arthur John, Daniel Massey, Louise Rix, Antony Sher, Alison Steadman, Malcolm Storry, Tim Swinton, Bridget Turner, Timothy West, John C. Williams

VICTORIAN CHRISTMAS PANTOMIME
SLEEPING BEAUTY
by Alan Brown Opens Dec. 23rd.

Science

Commissioned by Chelsea College Centre for Science Education

Safety first

by John May

A great deal has been written recently on safety in school science courses. Science teachers are now resigned to finding new hazards in familiar substances or practices and they may be forgiven for thinking the only safe course is to stop teaching science as an experimental subject.

But the safety record in school science laboratories should be seen in perspective. A DES survey found that only 3 per cent of reported accidents in schools were in laboratories. The playground, the gymnasium and the lavatories were more dangerous places. But, while a child who spills acid on himself is newsworthy, a child who falls in the playground and breaks an arm is not.

Both accidents can have serious consequences. Everyday living is dangerous and total safety is impossible. What we must do is decide what we are prepared to tolerate, take the necessary precautions and get on with the job.

Two trends in experimental science may cause problems for teachers: the development of integrated science courses and the fact that separate groups of pupils are doing different activities. Integrated courses mean teachers deal with aspects of the curriculum for which they have little or no training, but the writers of materials for such courses are aware of this and have included background information and suggested potential hazards.

Courses like the Nuffield ones have been extensively tested. The use of laboratories by groups of pupils working at different things calls for meticulous organization in which safety is an essential component.

The first rule for science teachers should be: know the material thoroughly. This involves testing each unfamiliar experiment beforehand, discovering possible hazards, and considering how to minimize them. Tests may show certain experiments are more suitable as demonstrations, or should even be eliminated.

Some hazards can be reduced quite easily, although they can seldom be removed altogether. It should become standard practice for examples for pupils to wear goggles whenever their eyes are at risk. For most activities simple eye shields made by Griffin and George are effective. They are also cheap and enough should be bought for every pupil. The student who is just looking on is equally at risk as the pupil performing the experiment. More expensive but longer lasting goggles can also be used by pupils wearing prescription spectacles. These are made by both Philip Harris and Griffin and George.

For demonstrations a safety screen between the teacher and the apparatus may be a wise precaution against splashes and accidents. Screens are made of wired glass in steel frames and are undoubtedly safe but because they are also very heavy they tend not to be used. A sheet of transparent Perspex held on two slotted bases can usually be substituted. Tom Nuffield pattern safety screens that are effective, easy to use and store are produced by Griffin and George and Philip Harris. Perhaps an enterprising laboratory furniture manufacturer will produce a demonstration bench with a safety screen that will slide into place when needed.

Sometimes pupils suck liquids into their mouths when they are pipetting. This can be avoided by using pipette fillers—large teat pipettes with three valves to control the movement of the air and hence the level of the liquid. It takes practice to use them. At a cost of more than £2 each they are expensive for a whole class but with careful organization a smaller quantity will do.

There is considerable concern about asbestos, which is now under suspicion in all forms. It seems even small amounts of asbestos dust can be dangerous, so any activity which may generate it should be avoided. Hard asbestos mats for protecting bench surfaces and asbestos centred gauzes may pose a hazard.

Rockaid is an alternative to asbestos wool but there is no really satisfactory substitute for the cement asbestos mats. Squares of plywood help to protect the bench but they are not heat resistant, and of course may burn if heated too much. They are, however, wire gauzes without asbestos centres. One material for which there seems to be no substitute is asbestos paper, which has many uses in science courses, such as providing a clean surface on which materials can be heated. Crucibles are an expensive alternative and if cleaning is likely to be a problem disposable tin lids can be used.

A second rule for teachers might be know your limitations. New materials and new ideas constantly find their way into science courses and can cause difficulties. Few science teachers, for example, have had any formal training in the handling of radio-active materials, yet now lasers are available on the school market. Teachers should follow an appropriate code of practice.

Following the Health and Safety at Work Act, 1974, which came into force on April 1 this year, a series of official codes of practice will be approved by the Health and Safety Commission. Meanwhile, the science teacher has three major sources of information, DES publications, l.e.a. regulations and information from the Association for Science Education.

An extremely valuable publication is the DES's *Safety in Science Laboratories* which has recently been completely revised. This book is a comprehensive and well indexed code of practice for teachers. It contains a useful check list—"How Safe is Your Laboratory?"—and a summary of the relevant points from the Health and Safety at Work Act as they affect schools. The book is strongly recommended.

The DES also issues several administrative memoranda on particular hazards. The following should interest science teachers: "The use of Lasers in Schools"; "Avoidance of Carcinogenic Aromatic Amines in Schools and Other Educational Establishments"; "Inhalation of Asbestos Dust"; "The use of Ionising Radiation in Educational Establishments".

Local education authorities may have their own regulations on categories of materials. The l.e.a. science adviser should be contacted if teachers have any doubts about the safety of a particular apparatus or practice.

The Association for Science Education is the professional organization for teachers. Apart from the *School Science Review* and *Education in Science*, which are sent automatically to members, the ASE publishes books and pamphlets covering a wide range of subjects including safety. Among these, *Safety in the School Laboratory* is a useful digest of safety procedures and practices which should be practised in every science department.

The ASE has recently produced a set of excellent labels for chemical reagent bottles which are clearly designed, self adhesive and varnished. They give printed warnings of the hazards associated with chemicals and details of emergency action in case of accident. So far 99 titles are available at £1.75 a set, or 25p for 10 labels of one type.

An ASE sub-committee is looking at the implications of the Health and Safety at Work Act for science teaching. It has published an interim statement and further recommendations appear in the ASE bulletin, *Education in Science*. Important statements on safety have appeared in the October 1975, and April and June 1976 editions and the association will answer queries from members.

Other useful publications include *The Recommended Practice for Schools Relating to the use of Living Organisms and Materials of Living Origin*, by John Wray, English Universities Press, 1974. This came from the Schools Council Educational Use of Living Organisms project. Despite its forbidding title, it is a very readable book primarily concerned with a code of practice for schools on the use of living materials. It has an extensive bibliography and list of references.

A Safety Handbook for Science Teachers, by Everett and Jenkins packs a great deal of information into 100 pages. It is clearly and concisely written and well laid out, and covers safety in laboratories and workshops, biological hazards, fire, first aid, and the teacher and the law. This last chapter was written before the Health and Safety at Work Act, but no doubt a revised edition will take the Act into account.

A novel feature is an appendix listing all the major hazards and incidents reported in the *School Science Review* from 1919 to mid-1972. These are listed under compound, substance or subject, and the list makes interesting reading; it shows the hazards involved in some substances and potential mistakes. Carbon disulphide, for example, has 10 entries on its flammable, poisonous and explosive nature. The list is also a reminder of hazards associated with some practices, such as the preparation of oxygen from oxygen mixture.

Pupils must also understand the need for safe working methods and the potential consequences of careless behaviour. A film produced for the DES, *In the Movies it Doesn't Hurt*, stars Bernard Breslaw as commentator pointing out the need to think and work safely, and then in three scenes as the pupil every teacher dreads. The film deals with specific points such as the use of screens, and provides opportunities for discussion. John Merrigan as the science teacher copes admirably with his difficult pupil and comes through relatively unscathed. This film could be used with pupils doing laboratory science for the first time, and with older pupils to reinforce ideas on safety. The film comes with a pamphlet which suggests discussion points.

Safety in the Science Laboratory from Diana Wyllie Ltd, a filmstrip with cassette and lecture notes, shows various hazards. A number of the 38 frames ask you to spot the hazard and could stimulate discussion. The filmstrip can be used with a recorded commentary or the teacher can just use detailed notes. It is probably best employed to illustrate points as they arise. The cassette, like much material on the subject, is a long and rather tedious tape of dos and don'ts. It is described as being useful for study by teachers, student teachers and technicians, or as an alternative to the teachers' commentary. It is likely to be of much more use to the former.

Little is written specifically for pupils. But *Safety in the Lab* by a group of science teachers in the Oxfordshire and district section of the ASE fills the gap. The leaflet sets out codes of behaviour and forcefully points out that the greatest danger in the lab is probably the pupil himself. Leaflets cost £2.50 a 100 from the ASE. They should be given to every pupil and constantly referred to.

Several firms supply posters mostly directed at the teacher. Griffin and George has a set of five designed for pupils which are large (410 x 296 mm), colourful, and effective. If posters are changed from time to time and pointed out to pupils they should have great impact. A question on safety procedures might be included in examinations to encourage pupils to think about safety.

There is no such place as a completely safe laboratory; just as there is no such place as a completely safe home. This is neither a counsel of despair nor a statement of complacency. What we have to do—and what the majority of science teachers have always done—is to reduce hazards to an acceptable minimum, to be conscious of those that remain and to get on with the job of teaching.

Safety in Science Laboratories, Education Safety series No 2 available from HMSO, 85p.

Administrative memoranda: 2/74—"Inhalation of Asbestos Dust"; 3/70—"Avoidance of Carcinogenic Aromatic Amines in Schools and other Educational Establishments"; 7/70—"The Use of Lasers in Schools"; 2/76—"The Use of Ionising Radiation in Educational Establishments". (This replaces 1/65.) All available from the DES, Elizabeth House, York Road, London SE1 7PH.

Safety in the Lab, £2.50 for 10; *Safeguards in School Laboratories*, 15p.

Chemical labels—99 for £1.75; 10 of any one type for 25p, post free. All available from the Association for Science Education, College Lane, Hatfield, Herts AL10 9AA.

Recommended practice for schools relating to the use of living organisms and material of living origin, by John Wray, English Universities Press, 35p, available from booksellers.

A Safety Handbook for Science Teachers by K. Everett and E. J. Jenkins, John Murray 1977, £3.50.

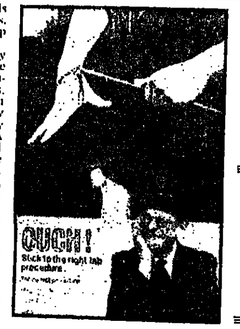
In the Movies it Doesn't Hurt—16mm colour film, index UE3/0, from The Central Film Library, Government Building, Bromyard Avenue, Acton, London W3 7BB (free loan).

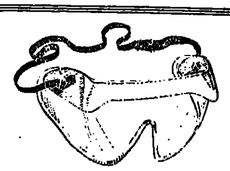
Safety in the Science Laboratory by Alma Armstrong and Eric Brown. Filmstrip/slide set DW/46 from Diana Wyllie Ltd, 3 Pembroke Road, Baker Street, London W8 6XP. Filmstrip and notes, £4.50; half frame £3.00; cassette £3.00.

Griffin & George Ltd, 285 Ealing Road, Wembley, Middx HA0 1HG. Safety posters, S17-794, £1.64 a set of five; eye shields, S19-228, £2.50 a pack of 12; goggles, S19-232, 75p each; Perspex screen, 83643, £5.96; slotted bases, S37-396, £3.85 a pack of four; pipette filler, 34-960, £2.66 each; Rockaid asbestos wool, 292-088/010, £1.21 for 500g; wire gauzes (plain), S28-500/010, £1.36 a pack of 10 (125mm sides), S28-500/015, £1.87 a pack of 10 (150mm side).

The company has produced a pamphlet *Griffin Safety* giving useful advice.

Philip Harris Ltd, Cornwall House, Lionel Street, Birmingham B3 1AY. Eye shields (goggles), C1627, £1.00 each; Perspex screen, C1625, £5.00 each; slotted bases, C1591/20, £2.00 each; mineral wool (Rockall), S2665, 70p for 500g; wire gauzes, C1384/12, £1.60 a pack/10 (12.5cm sides), C1384/15, £2.05 a pack/10 (15cm sides).





Above:
Griffin eye shields S 19-228
Left: Griffin safety poster S17-794

MIX & MATCH

A new exhibition looks to the future

by Frances Farrer

The first Education and Communication Technology Exhibition (EdTech 76), held from August 24 to 26, was a reasonable success. Some 80 stands were split between audio-visual, software, hardware and science teaching equipment—an unusually varied mix. They attracted about 1,000 visitors, some from abroad including one or two Texans and Arabs. The organizer, John Northover, believes the exhibition meets a need because it has a wider appeal than, say, Inter Nuvex. "The only educational exhibition of any consequence in 1977 will be EdTech", he says.

This year's had a very pleasant atmosphere. The location, Holland Park School, was attractive and informal, the scale was not overwhelming, the catering was excellent and it was possible to sit down from time to time. Comfort should not be ignored by exhibition organizers since it contributes so much to the visitor's impression.

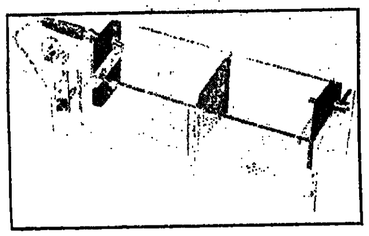
The exhibitors had mixed feelings about it all. Some were very disappointed by the number and type of visitors, most of whom had no authority to buy. Hardware firms grumbled that there was too much software, and vice versa. Some thought the stand space was overpriced, given the simple facilities and number of visitors. Several came up with the exhibition cliché that although they were not doing well at the show, they had to be there because their competitors were.

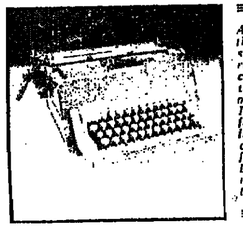
But many exhibitors were well pleased with EdTech; they had made useful contacts and were expecting orders. Even detractors considered it had been well organized and a fairly large proportion of the total number of exhibitors intended to support it next year.

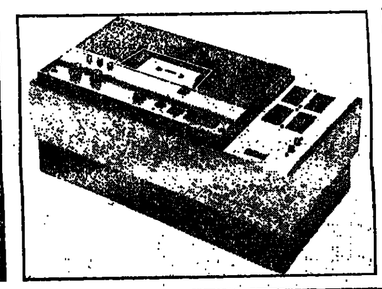
After disappointment over Inter Nuvex, many manufacturers had pinned their hopes on EdTech. Inter Nuvex all but disappeared into the Caxton exhibition, and many educational firms withdrew shortly before it opened. EdTech, although smaller, was intended to attract the teaching profession *en masse*—which it did not do.

John Northover says the majority of visitors were department heads, advisers and media resource officers, but teachers will follow their lead and come next year. But exhibitors thought that the absence of teachers was because of the time of year, and this will be unchanged for 1977.

Mr Northover is taking bookings for stand space at Holland Park School next year and is full of confidence about the future of EdTech. "We've broken the ice now and we can only progress", he says.







Among the exhibits at EdTech were the 20-position Sony Tuneclub, shown here at a Compton Park secretarial college, the Life electrolysis cell from Lennox Ideas for Education Ltd, designed for use with an overhead projector, the Olivetti Linea 98 with an extra large typeface for preparing materials for reluctant readers, the new Neal 140 cassette recorder which can record four channels simultaneously, and Le Chapeau Rouge, two new cartoon readers from Mary Glasgow Publications.

Computers for convenience?

by Paul McGee

Information Retrieval in Schools
Computer Education In Schools
ICL-CES, Computer House, Euston Centre, London NW1 3BD
Pupils text £1.50; teacher's guide £6

"The divorce from mathematics is now complete"—is how Bryan Thwaites introduces *Information Retrieval in Schools*. Many teachers, worried by the mathematical bias in computer studies, will now have a means of introducing children of all abilities to the idea that the storage and selective retrieval of information is an important application of computers.

Teachers and pupils who simply wish to use the computer in this way for subjects like history or geography will be able to do so with the help of this book. There is the exciting prospect that we will soon all treat computers in the same way that we use familiar products of technology like cars and televisions for convenience and without knowing how they work.

The book deals with an ICL package called FIND and uses four existing ICL-CES files. FIND will only work on ICL 1900, 2903 or 2904 computers. ICL-CES will inform teachers of their nearest machine and provide the computer centre with copies of the files so pupils can start using the system immediately.

Information Retrieval in Schools introduces the Ashfield file which contains details of ages and sporting abilities of pupils in Ashfield House at Oakridge School. After searching for information manually the reader is taught to use the FIND system for simple inquiries, followed by a skimpy look behind the scenes to see what the computer is doing. This would be better as an appendix since it introduces some unnecessary and unexplained technical jargon.

More complicated queries using conjunction and alternation are dealt with using the Oakridge file which contains details of name, sex, age, form, subjects studied and clubs attended. The Badlads file, with information on criminals, their crimes, cars and associates, is used to provide lists of suspects for an unlikely little crimes. By this point the student is reading paragraphs about the real world and using FIND to help reduce the amount of available information.

By now the scope and power of the system should be clear. The book goes on to deal with techniques that make the system more efficient and the user's job easier. One interesting feature tests whether some conditions are met, for example, any two out of three. Another allows the user to look at part of a piece of information such as finding data files. One possible reservation is that it uses coding sheets for the queries and these are then punched onto cards or tape. This can be expensive and the teacher's guide suggests possible cheaper mark sense or punched card systems.

FIND can also be used on-line, which is a much better use of all those expensive teletypes now used as inefficient data preparation machines.

This is a pleasant, well thought out and well written book with sufficient examples to build the reader's confidence. It has a racy style that excites interest. The teacher's guide contains answers to the questions, details of other FIND facilities, masters for overhead projector transparencies and ideas for data files. One possible reservation is that it uses coding sheets for the queries and these are then punched onto cards or tape. This can be expensive and the teacher's guide suggests possible cheaper mark sense or punched card systems.

FIND can also be used on-line, which is a much better use of all those expensive teletypes now used as inefficient data preparation machines.

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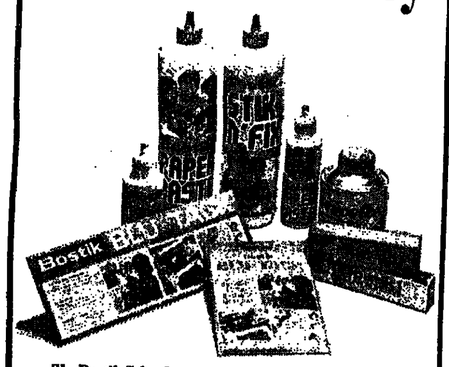

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Time and media images

by Roy Blatchford

Illustration from 'Creating an Image'

Work with Language series.
Time.
By Geoffrey Thornton.
Creating An Image
By Roger Knight.
Edward Arnold. £4.75 per pack.

The packs are based on an approach to language outlined in *Language in Use*, published by Edward Arnold for the Schools Council in 1971, and are designed either as supplements to that work or to be used independently. Intended to provide for the whole secondary age and ability range, classroom activity arising from them should revolve around what publishing blurbs frequently describe as pupils engaged in "the use of language", rather than in exercises about language.

Why these aspects of English teaching must always be thought of as mutually exclusive perhaps accounts for the fundamental failure of editors to come up with reading matter applicable to their wide audience.

Each pack contains 16 sheets of information in the form of reviews, poems, advertisements, television scripts, statistical tables, sleeve notes, and extracts from novels, plays and textbooks. Compilation shows thoughtful thinking ahead to the needs of the classroom. All the sheets are in multiples of six, plainly printed on A4. The absence of guiding questions and annotation on the pupils' sheets is presumably to allow a greater freedom of spontaneous individual writing.

The teacher's notes pose the right questions, make predictable observations, offer ways of linking different topics, give ideas for personal composition developing beyond the texts, and generally are tendentious in spirit.

The teacher who embarks upon lessons featuring this material must thoroughly rehearse his audio-visual support and amid such possible diversity of response know exactly where he intends to land thinking.

The intrinsic thematic concept recommends the packs to fourth and fifth years, particularly for CSE projects, but much of the language content is too high-powered and would sweep convincingly beyond the academic sixth. With the growth in urbanization a few more diagrams and maps have enhanced and deep appreciation.

Some slides are really good example one showing an aerial over car parks and roadways New York. Another is of "That Just Over the Hill" from a p by Charlotte Greenwood. It fu however, that the editor doe indicate the sources of the They have no titles, only a n and if the accompanying lea lost then it would be hard identify many of them. The re list is brief and poorly arrang

However, this is an interes and valuable selection of slides produced, and it could provid sound basis for the teacher.

Urban views

by Bryan Waites

Towns and Cities: Part 1: The Industrial City. Part 2: The Ne City.
Compiled by David Morgan.
Colour slide sets published produced by Nicholas Hu Filmstrips, Mutton Yard, 46 mond Road, Oxford OX3 7BZ each.

Each set consists of 25 slides in a large plastic wallet would fit into a filing ca Flimsy leaflets accompany which give a short introduct the topic to be followed by ments on each slide. Photo predominate, but there are fi five and eight slides of prints of these are excellent reproduc showing a lot of detail.

The rest are well chosen, whole, with examples from different parts of the world, i ing Central and South Am India, the Middle East, Africa, America and Hong Kong as a large European selection.

Each set well illustrates theme and the notes provide adequate. One might have h for a rather closer analysis of slide instead of the general ground information which is There are only two graphs to the growth in urbanization a few more diagrams and maps have enhanced and deep appreciation.

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The medieval marriage debate

The Merchant's Prologue and Tale. By Geoffrey Chaucer, read by A. C. Spearing
Cambridge University Press.
Open reel £5.50, cassette £4.00.

Further selected tales from Chaucer are becoming available on tape, read by A. C. Spearing, one of the editors of the Cambridge texts on which the readings are based.

The latest to appear is the Merchant's Prologue and Tale, that pleasantly sardonic contribution to the great medieval marriage debate. It is the story of old January, blessed (or cursed) with a wilful young wife who takes a fancy to Squire Damyan, whom she improbably entertains up a pear tree, so banishing innocent courtly love from January's garden of Eden and causing incredulous delight to those studying it for A level.

When reviewing the companion recording of the Miller's Tale (*TES*, 2.7.76), I pointed out that these tapes were not conventional teaching aids, evoking medieval mindset and making Chaucer simple and accessible. They are unadorned readings as close to Chaucerian English as modern scholarship will permit, and will be welcomed by those studying language, dialect and accent.

Mr Spearing reads with fine understanding of the subtleties of the text; he offers an impressive array of accents for the various characters, and seems far more at home with the ironies and sarcasms of this tale than with the more boisterous Miller's Tale. However, it is not enough to read Chaucer aloud: it must be told, and told to an audience. Too often Mr Spearing seems to be reading aloud rather than telling a story to people.

Despite the tale's sophistication, compared with, say, the Miller's, it deserves a far from bland interpretation and there are clues that demand to be sung and others which could be hammed up spectacularly. The reader might heed Dickens' advice to storytellers— "Make 'em wait"—and vary his relentless pace.

He has achieved a great deal, however: the merchant and January are clearly defined, the conclusion is well handled, and as a contribution to the study of an oral poet it is valuable. It is a helpful aid for all those studying the text, but it has an unmistakable academic style that is unlikely to captivate the casual listener or reluctant pupil.

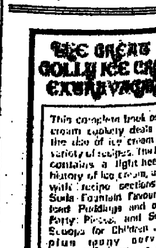
David Self

Notes about toys

A new contribution to the literature on educational toys is *The role of toys in the happy development of a child*, a 20 page booklet produced by Fisher-Price. This follows the June conference of the same name and the book is aimed at educationalists, social and welfare workers. This might be aiming high, but the booklet has some useful notes on play and could lead to further study. It could also be helpful to parents.

It discusses types of play or playthings, toys for different age groups and learning through play. It has some warning notes on safety and of course a great deal of information on Fisher-Price toys.

The booklet is available from Fisher-Price Toys Educational Service, PO Box 47, Northampton NN1 2QG.



This complete book on ice cream entirely deals with the use of ice cream in a variety of recipes. The book contains a number of lights hearted history of ice cream, along with recipe sections on Soda Fountain Favourites, Iced Puddings and other Party Pieces, and Super Scoops for Children . . . plus many serving suggestions and tips. The book is illustrated throughout with delightful line drawings.

The Ice Cream Extravaganza is offered with the compliments of Robinson Foods Group. For copies, send 25p in stamps, to cover postage and packing, to:

Ice Cream
100 The Pathway
Midhurst
Sussex

TALKBACK

Ideas, argument, experiences, research

Survival problems on teaching practice/Movement and everyday things/Costing workloads to match staff resources

The practice game

Peter Fanning

Why didn't you carry on with a teaching scheme?" asked the examiner, marking a student down a grade for playing word games during the lesson. "You mustn't allow yourself to be influenced by the school."

This kind of advice is about as useful as telling a child not to breathe, and it is part of an endless ping-pong battle between schools and examiners and colleges of education, with the luckless student as the ball.

First to serve is the college, with an eyeful of theory about human relationships and new curricula. You can spot the trendy lecturers because their booklists contain a few titles written since 1963. But all the same, you eye them suspiciously, wondering what made them retire from the firing line still in the bloom of youth—and some wag mutters that those who can't teach, teach teaching. Someone else asks about mixed ability classes, but since none of the lecturers seems ever to have taught mixed ability, the matter is quickly dropped.

Meanwhile, teaching practice looms like a dark cloud on the horizon. And the idea of doing choral work with the remedial fourth doesn't sound such a good one after all. The more neurotic (or honest) among us voice their fears in philosophy seminars with pertinent questions like "What if they throw things at us. . . ?"

After a week of sleepless nights, the great day dawns and, reminding yourself not to judge a school by its buildings, you enter the crumbling nineteenth-century fortress where you are going to "teach". An enormous youth, lounging on the railings outside, mutters "Students, huh!" and your heart plummets to greater depths.

From the secretary to the headmaster to the deputy head in less time than it takes to say "Good morning", and then it is time to meet the staff. And this is one of your greatest tests. Beware of the crusty old history master, who holds you with his glittering eye, until you have agreed with him about bringing back the birch.

But if you cannot make friends with the staff: if you cannot pierce the cabals or discuss their washing machines; if you cannot absorb the subtle internecine warfare of the staffroom—then you may as well retire straight away. You will adopt their life-style, their attitude to the children. And your teaching style will be as infinitely variable as the teachers whose classes you teach.

This is the heart of the student's dilemma. Despite the ramblings and explosions from Lancaster there cannot be more than one school in four whose teaching methods could by any stretch of the imagination be called progressive. Yet, more than anything else, this school experience will shape your attitude towards teaching. And when the school drives one way, only fools and martyrs drive the other. Loyalty and survival are bound up with the school and your tutor becomes a shadowy presence, hovering at the back of the classroom once in a very blue moon.

Of course, it is not in every school that you need to ask permission to do drama in an English lesson—or even to be allowed to sit on the desks. Not every teacher disrupts your class when you try to arrange informal groups, or strides into the room and punishes you by beating the children, when you have given them only three colours to paint with: "That's for painting a green face, you disobedient child!"

But even when the staff applaud your ingenuity, you will be happier if you give the children the substance as before. How many eager inexperienced students have divided a regimented class into groups, to be confronted by a howling mob, spontaneous only in the chaos which it causes. One student tried the Margaret Langdon approach to creative writing: her success was truly harrowing. "Imagine there's a spider on the wall", she cried, and the entire class leapt screaming on to the desks. It took the rest of the lesson to coax them down.

You already have quite enough difficulties learning the ordinary tricks of the trade—like not believing there are more than six boys in the school called Bruce. Lee; or, when you hear "Please sir, Roberto's fainted again", learning to answer "No, he hasn't. Get up at once Roberto"; or remembering to take back the 24 pencils you handed out at the start of the lesson, or trying not to lose the classroom keys, so the next class does not get stranded outside.

Then there's the wonderful teaching practice file. Six weeks of schemes, minutely planned, long before you try to teach—sometimes even before you clap eyes on the children. There's not much room for spontaneity here, unless you are foolish enough to launch on a project, to be greeted with jeers of "We did that all last term!"

But you battle on with your TP file, because files means exams. The examiner cometh like a joker in the pack. He may be eccentric or better or worse. In one relatively open-minded school a student had prepared the "ideal" mixed ability lesson. Billy was tape-recording, Tony and Stephen read a play; several others were writing a poem and each one progressed "according to his needs." (And believe it or not this was what the teachers and children were used to.)

But, alas, it was not to be. The gods knew nothing of this heresy. And the examiner rose up in the midst of it all, demanding that the student "teach the children something. I can't stand all these different things going on at once. . . . You can't just wander from table to table talking to them all. That won't help me to find out whether you'll make a good teacher or not."

Never mind. You can't please all the people all the time.

Peter Fanning has just completed a postgraduate teacher training course at a London college.

"Beware of the crusty old history master"

"Get up at once Roberto!"

On the move

Rosamund Shreeves

"He's all floppy."
"He jumped in the air."
"He stretched his leg high."
"He made a funny shape."
"He crossed his legs."

These remarks from a class of five-year-olds followed a creative dance lesson stimulated by a floppy bean bag frog. Everyday things that move or can be moved are invaluable in quickly involving the children and suggesting ways of moving. Words alone are often not enough.

The children were intrigued by the actions and body shapes of the frog. They used these as starting points for their own movements. What follows indicates the degree of simplicity that I have found necessary in teaching infants.

The children gathered round and watched intently as I made the frog move. I used only one movement idea at a time. They spaced out, tried the idea and gathered round to watch again. They practised stretching up high and flopping down. I accompanied them by saying "flop" and playing "flop" on a tambourine. They tried flopping into different shapes on the floor and stretching different body parts up high. Then frog jumped and jumped and jumped and stepped from one place to another and the children did likewise.

Finally, the children made a little dance about "Frog always trying to get off the ground and jump high, but always flopping down again". Throughout the lesson they had been most involved. Afterwards they talked, drew and wrote. It seemed that the understanding of movement and words had developed together.

Often the simplest thing can start off movement ideas. A small piece of green Cellophane attracted one group of children. They watched it float downwards. It zigzagged down. It slid along the floor. It could be screwed up and gradually open out again.

Small toys have been most useful because of the simplicity of their movement—a soft, floppy animal, a spinning top, a small rocking-horse, a ball, a cotton reel snake. A variety of action words arise: flop, spin, wobble, rock, collapse, balance, bounce, wriggle. It is important that the response should come from watching, not from the children's (or the teacher's) imagining what the object might do. The teacher can ask "What does it do? Can you do that?"—and give the children a chance to answer in movement.

Action words can then help to define the movement. The actions can be practised singly, then in simple combinations. The movement can be developed by practising the action with different body parts and different body shapes. Other things to use include: balloons (grow, shrink, float, bounce), bubbles (float, balance, burst), elastic (stretch, collapse, vibrate), piece of rock (press, roll, topple), prickly hedgehog/nut case (shoot out, jab), fish (dart, glide, pause), bird (fly, hop), light scarf (toss, leap, sink down).

Some of these can be handled so that sensitivity in their movement quality is increased.

Light, soft, some objects can be danced with as props. "What can you do with this scarf?" "Where does the scarf take you—up, down, around?" With the idea of following the scarf the whole body will bend and stretch and twist. In the same way dancing with small percussion instruments will stretch the body. Ideal for infants are Smartie tubes filled with something that rattles and securely fastened with sellotape.

Other objects have been danced with: cardboard boxes, cushions, dusters, newspapers, gloves, towels. A cushion can be sat on, lifted high, pummelled, squeezed, stroked, jumped over and may become an enemy or an object of affection. Generally, children need initial control of their own movements before moving with an object.

From everyday things the movement possibilities are endless and, through movement, children's sensitivity to everything around them can be developed. In using choral work the teacher must make sure that the children's response to the stimulus is lively, rhythmic and varied. Often they will bring objects and make observations which show understanding of underlying concepts.

"This is all floppy too, Miss, isn't it?" said Laura, picking up my jersey after the floppy frog lesson.

Rosamund Shreeves is a lecturer in modern educational dance.

Taking off the strain

Vivienne Parfitt and Mike Graham

One way of cutting education with out it showing is through natural wastage or non-replacement of staff. The workload of a college or department remains unchanged but there are fewer staff to carry it.

A second way is to increase the workload, by taking on additional course planning for instance, while keeping the same staffing level. Both these mean, of course, a considerable deterioration in the conditions of service and standards and are likely, therefore, to set students against staff who are seen as responsible for this deterioration. This policy also contributes to increasing unemployment as it amounts to absorption of jobs.

One difficulty in resisting this policy is in deciding when staff are overloaded. Matters came to a head in the department of teaching studies, at North East London Polytechnic, in spring, 1974, because of the enormous pressures the department was under to plan and mount new CNAA courses, as well as running existing courses. The outcome was a system of work costings, designed and run by the staff, to protect staff workloads by costing commitments and matching them to staffing resources.

Costing commitments presents two main problems. The first is to decide what to include. Teaching contract hours form only a proportion of the 30 hours a week spent on duty by staff in further and higher education. Considerable time is spent in administration, setting and marking examinations, interviewing, supervision of specialist rooms, preparing materials, preparation, ordering books, planning new courses, staff development, etc.

All of these are equally necessary to the work of a department, but are often not acknowledged as teaching activities in the traditional sense of class contact. The conditions of service agreement recently negotiated by the ATTI acknowledges that such activities are an essential part of the teacher's job. It seems that LEAs should agree on a more intuitive basis, related usually to a teacher's undefined professional responsibility, the burden of resistance to overwork falls on individuals who would have to declare their inability to cope. In our case because of the rationalization of work loads, the extra work was not allocated because it quite clearly and publicly exceeded available staff. When staff was cut we could calculate which aspects of work could not be covered. On this basis we mounted a campaign for the restoration of staffing which has met with considerable success.

Work costing has traditionally been seen as a management tool used against the interests of employees. The general union view has been to have nothing to do with it. We advocate a different approach.

Work costing need not be used for furthering management interests: the vital questions about any device are the purposes for which it is being used and who is using it. A clear, detailed and public costing undertaken by staff of the work a department plans to do and the staff it has to do that work, is vital in the protection of their interests. Whether through redundancy, redeployment, unfilled vacancies, more new courses or increased administration, pressures on teachers are obviously going to increase over the next few years. There is need for a firm costing basis from which to resist the depletion of educational resources.

Anyone interested in finding out more about this scheme should contact us at the Teaching Studies Department, North East London Polytechnic, Longbridge Road, Dagenham, Essex.

We also know how much time is allocated for different aspects of work and what demands can legitimately be made. A fair distribution of work in a department also becomes fairly straightforward, in that all staff have the same workload although there may be great variety in how it is composed.

Such a work costing exercise has proved particularly valuable during the present cut-backs. Early this year the policy of not replacing staff who left was adopted which left the department seriously understaffed. Where work loads are allocated on some intuitive basis, related usually to a teacher's undefined professional responsibility, the burden of resistance to overwork falls on individuals who would have to declare their inability to cope. In our case because of the rationalization of work loads, the extra work was not allocated because it quite clearly and publicly exceeded available staff. When staff was cut we could calculate which aspects of work could not be covered. On this basis we mounted a campaign for the restoration of staffing which has met with considerable success.

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Anyone interested in finding out more about this scheme should contact us at the Teaching Studies Department, North East London Polytechnic, Longbridge Road, Dagenham, Essex.

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Nursery Education

Headships

SOUTH TYNESIDE
(Borough of)
CLEVELEYS NURSERY SCHOOL
Jarrow
HEAD TEACHER, Group 2.
Applications are invited for the above post from suitably qualified TEACHERS. Successful candidate will be required to commence duty January, 1977.
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall (Annexe), Jarrow NE32 3LE. Completed forms should be returned within 14 days of this advertisement.

SUTTON COLDFIELD
NATIONAL CHILDREN'S PRINCESS ALICE NURSERY SCHOOL
Sutton Coldfield
Required for January, 1977, HEAD TEACHER for this direct grant Nursery School for children aged 2 years attached to Children's Home. The post is non-residential.
The service is fully recognised and inspectionable under the Teachers' Superannuation Scheme.
The National Children's Home is a Methodist foundation and applicants should be committed to the Christian faith.
Application forms and further particulars from the Visiting Secretary (Dept. TS), National Children's Home, 85 Highbury Park, London N5 1UD.

BERKSHIRE
EDUCATION COMMITTEE
EVERTON INFANT SCHOOL
Applications are invited for the headship of this Group 1 primary school which caters for pupils aged five to nine plus.
Application forms and further particulars from the Director of Education, Shire Hall, Reading RG1 3BW, to whom completed forms should be returned by 30th September, 1976.

BEDFORDSHIRE
EDUCATION SERVICES
EVERTON INFANT SCHOOL
Everton, Sandy, Beds
Applications are invited for the headship of this Group 1 primary school which caters for children aged five to nine plus.
Application forms and further particulars from the Director of Education, Shire Hall, Bedford, MK42 9AP, closing date 22nd September, 1976.

BERKSHIRE
ST. PAUL'S C.E. (VOLUNTARY AIDED) PRIMARY SCHOOL
City Road, Caversham, Reading
Berkshire
Required January 1977.
Applications are invited for the post of HEAD TEACHER for the above school which caters for children aged 4 to 11 years. Situated in a pleasant residential area of Reading.
Application forms and further particulars from the Director of Education, Shire Hall, Reading RG1 3BW, to whom completed forms should be returned by 30th September, 1976.

DERBYSHIRE
EDUCATION COMMITTEE
BRACKENDALE INFANT SCHOOL
For appointment under SPECIAL EDUCATION Scales 2 and above
Ilkeston

ROTHERHAM
Metropolitan Borough of
EDUCATION DEPARTMENT
KINGTON NURSERY SCHOOL
Required for January, 1977:
HEAD TEACHER, Group 2.
Closing date: 24th September.
Application forms available from the Principal Recruitment Officer, Howard Street, Rotherham S65 1QH. Tel.: Rotherham 2121, Ext. 3367.
B. W. Ellis, Director of Personnel Resources

Primary Education

Headships

HARNET
(London Borough of)
Required for January, 1977 — THE FAIRWAY JUNIOR SCHOOL, The Fairway, Mill Hill, NW9 5HS
Applications are invited from suitably qualified and experienced TEACHERS for the headship of the above School. Group 3; £4,794 - £5,418 plus London Allowance £297 per annum.).
In approved cases assistance may be given by way of payment of up to £100 per cent removal expenses and lodging allowances.
Application forms and further details obtainable from the Director of Education, Town Hall, Harrow HA1 2UW, to whom completed forms should be returned by 30th September, 1976.

BERKSHIRE
EATON HIGH C.E. (CONTROLLED) COMBINED SCHOOL
HEAD, Group 5, required in January, 1977, for this five to 18 coeducational first and middle school. London Weighting £150. Assistance with removal expenses in approved cases.
Closing date: September 20.
Forms and further details from Berkshire Education Officer, Old Shire Hall, Victoria Street, Reading RG1 3EP (stamped addressed envelope).

BOLTON
METROPOLITAN BOROUGH OF BOLTON
HALL LANE JUNIOR SCHOOL
(Redevelopment)
HEAD TEACHER (Group 4) required as soon as possible. Social priority School. Advantage payable. Further particulars and forms of application from Director of Education, Town Hall, Bolton, BL1 1RU, to whom completed forms should be returned by 30th September, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
KEIGHLEY GREEN PRIMARY SCHOOL
HEADSHIP (First School)
Applications are invited from suitably qualified and experienced TEACHERS for appointment as HEAD as from 1st September when reorganised from a two form entry school with approximately 60 pupils on roll.
Application forms and further details may be obtained from the Director of Education, Education Services, Drake Street, Bradford, Yorks. Typed completed forms should be returned by 30th September, 1976.

BRENT
(London Borough of)
CRICKLEWOOD JUNIOR MIXED AND INFANT SCHOOL
Northside Road, Kingsbury
Required from January or sooner if possible
HEAD TEACHER (Group 4) for this social priority school which is presently operated as a one-form entry with a vacancy due to retirement of present Head Teacher moving to new school.
Application forms and further details obtainable from Director of Education, The Civic Centre, Wembley HA9 0HJ, to be returned by 30th September, 1976.
London Allowance of £400 per annum is payable and there is a scheme for assisting with removal expenses including legal fees, etc., travelling and lodging allowances.

CAMBRIDGESHIRE
CAMBRIDGE AREA
ABBEY COUNTY FIRST SCHOOL
Applications are invited for the HEADSHIP of this school; 131 on roll from January, 1977, on temporary basis pending decision on school's future.
A three-bedroomed house is exposed to be available for the successful candidate to rent.
Application forms and further details from Senior Area Education Officer, Shire Hall, Cambridge, CB3 0AP, returnable by 29th September, 1976.

CHESHIRE
EDUCATION COMMITTEE
Chairman: Councillor Mrs. Irene Hall
SUTTON GREEN COUNTY PRIMARY SCHOOL
Almonbrae Drive, Little Sutton, Ellesmere Port
Group 4)
HEAD TEACHER
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEADTEACHER for this new established school which was opened in 1968, and is situated on a modern private and residential estate close to Little Sutton Village.
Application forms and further particulars obtainable from the Chief Education Officer, No. 6 Castle Road, Chancery Park, Cheadle, to whom completed forms should be returned not later than September 30th, 1976.

CORNWALL
EDUCATION COMMITTEE
Applications are invited from suitably qualified for the following HEADSHIPS:—
TREMAYNE COUNTY JUNIOR SCHOOL
(Group 3
(260 on Roll)
PARKWAY COUNTY JUNIOR AND INFANTS SCHOOL
(Group 2
(360 on Roll)
The posts are available from 1st January, 1977.
Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.
Closing date 27 September, 1976.
N. Cruise, Secretary for Education.
Education Department, County Hall, Truro, Cornwall.

DEVON
EAST AND EAST PUTFORD C.P. SCHOOL
Group 2 on Roll 46 Group 1)
HEADTEACHER required for January, 1977.
Closing date two weeks from appearance of this advertisement.
Application forms and further details (stamped addressed envelope for reply) from Area Education Officer, Devizes Chambers, High Street, Bartlepaple.

DONCASTER
EDUCATION COMMITTEE
KIRK BRAMWITH FIRST SCHOOL
Braithwaite, near Stainforth,
Telephone: Doncaster
Doncaster 811579
GROUP 1 HEAD
In September, 1977, the Kirk Bramwith Primary School (Group 2) will run the 1st organisation of education in the area becomes a first school (Group 1) for children in the age range 5 to 8 years of age.
Applications are invited from suitably qualified candidates for the post of HEADTEACHER.
The successful candidate will be required to take up the appointment at the beginning of the Spring or Summer term, 1977 and not later than the period up to August 31st, 1977, and receive salary according to Head (Group 2) existing date: October 4th, 1976.
Further information and qualifying forms available from the Director of Education, Doncaster.

DONCASTER
EDUCATION COMMITTEE
Chairman: Councillor Mrs. Joyce Hall
BRANTY WOOD PRIMARY SCHOOL
Broad Avenue, Hexthorpe, Doncaster
Telephone: Doncaster
Doncaster 811579
Number on roll: 195 plus nursery.
Required for January, 1977:
HEAD, Group 3.
Applications are invited from suitably qualified candidates for the post of HEADTEACHER of the above Group 3 school.
Further details and application forms available from the Director of Education, Mr. Williams, to whom completed forms should be returned by Nov. 30. Envelope to be marked "Confidential".
Closing date for receipt of applications: 30th September, 1976.

DORSET
Applications are invited for the following HEADSHIPS:—
BUCKLAND NEWTON C.E. (Controlled) PRIMARY SCHOOL
Near Dorchester
Group 2
MILBORNE ST. ANDREW COUNTY PRIMARY SCHOOL
Near Blandford
Group 2
PUDDLETOWN C.E. (Controlled) PRIMARY SCHOOL
Near Dorchester
Group 2
Those who wish to apply for both posts need only complete one application stating clearly which post(s) they are applying for.
Assistance (and expenses with removal) and lodging allowances may be offered by Group 4 Authority and Dorset Education Committee.
Forms and further details from Education Officer, 19 High Street, Dorchester, Dorset DT1 1XJ.

DORSET
ST. MARY'S C.E. VOLUNTARY AIDED PRIMARY SCHOOL
Shaftesbury, Dorset
Applications are invited for the HEADSHIP of this Group 4 Mixed and Infant School which falls vacant in April, 1977 owing to the retirement of the present Head Teacher.
Assistance with removal and lodging allowances may be given in approved cases.
Application forms and further particulars from the Director of Education, County Hall, Dorchester, to whom completed forms should be returned by 30th September, 1976.

EAST SUSSEX
MUDDLE C.E. SCHOOL
Applications are invited for the HEADSHIP of this Group 4 Mixed and Infant (Junior if desired) School.
Assistance with removal and lodging allowances may be made available in approved cases.
Application forms and further details from the Director of Education, Education Office, Pelham House, St. Leonards-on-Sea, Sussex TN37 6JD.
Closing date: 24th September, 1976.

GLOUCESTERSHIRE
HEAD TEACHER required for January, 1977, for the new ABOD PRIMARY SCHOOL
Cirencester
Group 2
Applications are invited from suitably qualified candidates for the post of HEADT

PRIMARY
Headships
Continued

HARINGEY
London Borough of
Required for January, 1977 :
HEAD TEACHER for this four form entry School in Junior School.
HEADTEACHER for this four form entry School in Junior School.
HEADTEACHER for this two form entry, Group 2 Infants School.
Vacancy is a scheme for removal expenses.
Application forms and further details available (stamped addressed envelope please) from the Director of Educational Services, Mr. Stirling Hendry, Hornsey Town Hall, Crouch End Hill, London N8 7QD, to whom they should be returned by 24th September, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
SUMMERCROFT COUNTY INFANTS' SCHOOL
Summercroft Lane
Bishop's Stortford
HEAD required, Group 4, to be appointed from January, 1977 at a salary of £5,190 to £5,691 plus Inner London allowance.
Application forms and further particulars may be obtained from the Divisional Education Officer, Area Office, Hertford Road, Broxbourne, Herts EN10 6QJ.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION.
SUMMERCROFT COUNTY INFANTS' SCHOOL
Summercroft Lane
Bishop's Stortford
HEAD required, Group 4, to be appointed from January, 1977 at a salary of £5,190 to £5,691 plus Inner London allowance.
Application forms and further particulars may be obtained from the Divisional Education Officer, Area Office, Hertford Road, Broxbourne, Herts EN10 6QJ.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
BISHOP'S STORTFORD COUNTY INFANTS' SCHOOL
Hallingbury Road
Bishop's Stortford
HEAD required, Group 4, to be appointed from January, 1977 at a salary of £5,190 to £5,691 plus Inner London allowance.
Application forms and further particulars may be obtained from the Divisional Education Officer, Area Office, Hertford Road, Broxbourne, Herts EN10 6QJ.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
HOCKERILL COUNTY INFANTS' SCHOOL
Bishop's Stortford
HEAD required, Group 4, to be appointed from January, 1977 at a salary of £5,190 to £5,691 plus Inner London allowance.
Application forms and further particulars may be obtained from the Divisional Education Officer, Area Office, Hertford Road, Broxbourne, Herts EN10 6QJ.

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
BISHOP'S STORTFORD COUNTY INFANTS' SCHOOL
Hallingbury Road
Bishop's Stortford
HEAD required, Group 4, to be appointed from January, 1977 at a salary of £5,190 to £5,691 plus Inner London allowance.
Application forms and further particulars may be obtained from the Divisional Education Officer, Area Office, Hertford Road, Broxbourne, Herts EN10 6QJ.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
CHESTHAM COUNTY PRIMARY SCHOOL
Group 3
(180E : 28D)
Appointment of HEAD TEACHER
Appointment to take effect from 1st January, 1977.
Application forms and further particulars from the Divisional Education Officer, Canterbury CT4 5LT to whom they should be returned by 24th September, 1976.

MAINSTONE DIVISION
EAST HARLSEIGH COUNTY PRIMARY SCHOOL
(Group 1)
(180E : 27D)
Appointment of HEAD TEACHER
Appointment to take effect from 1st January, 1977, or as soon as possible thereafter.
Application forms and further particulars from the Divisional Education Officer, Anstey House, Hoddesdon, Herts EN11 8BE to whom they should be returned by 24th September, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALBAN WOOD JUNIOR MIXED SCHOOL
Nomansland, Tewkesbury, Watford
(420E : 210D)
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this school from January, 1977.
Application forms and further details from the Divisional Education Officer, Lime Cross Library, Homestead Road, Watford WD1 7QJ.

HERTFORDSHIRE
HEMEL HEMPSTEAD PARK J.M.I. SCHOOL
Piccotts End, Hemel Hempstead
Applications are invited from suitably qualified and experienced TEACHERS for the following posts in this new 4 form entry School. Vacancy from January, 1977.
Application forms and further details from the Divisional Education Officer, Lime Cross Library, Homestead Road, Watford WD1 7QJ.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
CHESTHAM COUNTY PRIMARY SCHOOL
Group 3
(180E : 28D)
Appointment of HEAD TEACHER
Appointment to take effect from 1st January, 1977.
Application forms and further particulars from the Divisional Education Officer, Canterbury CT4 5LT to whom they should be returned by 24th September, 1976.

MAINSTONE DIVISION
EAST HARLSEIGH COUNTY PRIMARY SCHOOL
(Group 1)
(180E : 27D)
Appointment of HEAD TEACHER
Appointment to take effect from 1st January, 1977, or as soon as possible thereafter.
Application forms and further particulars from the Divisional Education Officer, Anstey House, Hoddesdon, Herts EN11 8BE to whom they should be returned by 24th September, 1976.

KIRKLEES
METROPOLITAN COUNCIL
COWCLIFFE COUNTY JUNIOR SCHOOL
Manor Road, Golcar, Huddersfield
HEADSHIP
Applications are invited from suitably qualified candidates for the HEADSHIP of this School. The appointment will be from January, 1977.
Application forms and further details obtainable from the Director of Education, Civic Centre, Huddersfield HD1 2TG, to whom they should be returned by 24th September, 1976.

KIRKLEES
METROPOLITAN COUNCIL
KIRKHEATON C.E. (C) JUNIOR SCHOOL
School Lane, Kirkheaton, Huddersfield
HEADSHIP
Applications are invited from suitably experienced TEACHERS for the HEADSHIP of this County School from January, 1977.
Application forms and further particulars obtainable from the Director of Education, Civic Centre, Huddersfield HD1 2TG, to whom they should be returned by 24th September, 1976.

LEICESTERSHIRE
BILLESDON PAROCHIAL CHURCHE'S (AIDED) PRIMARY SCHOOL
near Leicester
HEAD required January, Group 2. Approximately 70 children. Vacancy due to retirement of present Head (Readership). Details on request. Application forms (stamped addressed envelope) and further particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RA by 24th September, 1976.

LEICESTERSHIRE
ST. CHARLES R.C. (AIDED) PRIMARY SCHOOL
Loughborough
near Ashby-de-la-Zouch
HEAD required January, Group 2, approximately 90 children. Vacancy due to retirement of present Head. Details on request.
Apply in writing with full particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RA by 24th September, 1976 (stamped addressed envelope).

LEICESTERSHIRE
INGLEHURST INFANT SCHOOL
Leicester
HEAD required January, Approximately 200 children. Vacancy due to promotion of present Head. Details on request.
Application forms and further particulars and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RA by 24th September, 1976 (stamped addressed envelope).

LINCOLNSHIRE
HOLTON-LE-MOOR C.E. (AIDED) SCHOOL
Applications are invited from suitably qualified and experienced TEACHERS for the HEADSHIP of this School for January, 1977.
Application forms and further particulars of the above vacancy may be obtained from the Diocesan Education Office, Lichfield, Diocesan House, Dam Street, Lichfield (Tel. 53411 Ext. 246) to whom they should be returned by 24th September, 1976.

LIVERPOOL
CHILDWALL C.E. JUNIOR MIXED AND INFANT SCHOOL
Woolton Hill, Liverpool
Required, HEAD TEACHER, Group 2, 1st January, 1977. Church by practising communicant England. The Church of
Application forms obtainable from the Director of Education, 14 Sir Thomas Street, Liverpool, L1 6BJ, and should be returned to the Head Teacher, Mrs. Thornton, Childwall Vicarage, Childwall Valley Road, Liverpool, L27 6UW, by 21st September.

NEWHAM
London Borough of
CASTLE C.E. (AIDED) PRIMARY SCHOOL
Barking Road, London E6 3NT
Interim appointment
HEAD TEACHER
required January, 1977 - 1978
Group 3 (Approximately 300 children)
Application forms and further particulars from the Director of Education, Town Hall, Stratford, London E15 4BG, to whom they should be returned by 24th September, 1976.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
CHURCH OF ENGLAND JUNIOR MIXED AND INFANTS' SCHOOL
HEADTEACHER
Applications are invited from suitably qualified candidates for the post of HEADTEACHER in this Group 2 School for January, 1977.
Further details of this post together with a form of application are available from the Director of Education, Town House, Baldwin Street, St. Helens, WA10 1DY, to whom completed forms should be returned by Wednesday, 22nd September, 1976, at the latest.

SHROPSHIRE
LOCAL EDUCATION AUTHORITY
CONTINUED C.E. (CONT.) SCHOOL
Lilleshall
HEADSHIP Group 1
Applications forms and further details could be obtained and returned addressed envelopes from: The County Education Officer, Shirehall, Abbey Foregate, Shrewsbury, Shropshire to whom they should be returned by 17th September, 1976.

SHROPSHIRE
LOCAL EDUCATION AUTHORITY
ST. PETER'S C.E. (CONTROLLED) PRIMARY SCHOOL
Wem
HEADSHIP—Group 6.
Application forms and further details from the County Education Officer, 6, Shirehall, Abbey Foregate, Shrewsbury, Shropshire to whom they should be returned by 17th September, 1976.

SOUTH TYNESIDE
Borough of
EDUCATION DEPARTMENT
HARTON JUNIOR BOYS' SCHOOL
HEAD TEACHER
Applications are invited for the above post from suitably qualified and experienced teachers.
Application forms may be obtained by sending a stamped addressed envelope to the Director of Education, Town Hall, South Shields, NE33 2RL. Completed forms should be returned within 14 days of this advertisement.

SUFFOLK
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced candidates for the following posts:
HEADMASTER/MISTRESS
HILLSIDE PRIMARY
IPSWICH
Group 6. Age range five to 11.
THURLEY ST. JAMES
Group 2. Age range five to 11.
SUDBURY
Group 2. Age range five to 11.
GT. WALSINGHAM C. OF E.
Group 3. Age range five to nine.
ST. JOSEPH'S R.C. VOLUNTARY AIDED
Sudbury
Group 2. Age range five to nine.
SUTTON'S MANOR C.P.
Bury St. Edmunds
Group 3. Age range five to nine.
ST. GREGORY'S R.C. CONTROLLED
Sudbury
Group 1. Age range five to 11.
Details and forms and further details obtainable from the Education Officer, Education Office, Ipswich (stamped addressed envelope please) to be returned by 24th September, 1976.

WAKEFIELD
City of
METROPOLITAN DISTRICT COUNCIL
PONTEFRACT ST. GILES CE (AIDED) INFANTS' SCHOOL
HEADTEACHER required Group 3.
Application forms and further information is available from the Education Office, Wakefield Metropolitan District Council, Town Hall, Wakefield WF1 1JJ, to whom they should be returned not later than September 27th, 1976.
Candidates should be interviewed on 7th October.

WARWICKSHIRE
BISHOP'S TACHBROOK AND ST. MARY SCHOOL
Stratford-upon-Avon
Applications are invited from suitably qualified and experienced TEACHERS for the post of HEAD of this new Primary School which is due to open in April, 1977.
Application forms and further details from the Director of Education, Shire Hall, Warwick, CV34 4RR, to whom completed forms should be returned by 24th September, 1976.

WILTSHIRE
WEST SWINDON FARLCE SCHOOLED 3 - 8 SCHOOL
Group 2 on Roll 139
HEADTEACHER
Vacancy for January, 1977, required for this school situated in a new housing estate in the Nythe area of Swindon. Application form and further details of the post available from Chief Education Officer, County Hall, Trowbridge, to be returned by 4th October.

Deputy Headships
Senior Masters/ Mistresses

BARKING
London Borough of
Applications are invited from well qualified and experienced candidates for the following DEPUTY HEADS:
ST. MARY MAGDALENE C.E. (AIDED) PRIMARY SCHOOL
Upney Lane, Barking
DEPUTY HEAD
Group 3 (Approximately 300 children)
Application forms and further particulars from the Director of Education, Town Hall, Stratford, London E15 4BG, to whom they should be returned by 24th September, 1976.

ST. HELENS
BOROUGH COUNCIL
EDUCATION COMMITTEE
CHURCH OF ENGLAND JUNIOR MIXED AND INFANTS' SCHOOL
HEAD TEACHER
Applications are invited from suitably qualified candidates for the post of HEAD TEACHER in this Group 2 School for January, 1977.
Further details of this post together with a form of application are available from the Director of Education, Town House, Baldwin Street, St. Helens, WA10 1DY, to whom completed forms should be returned by Wednesday, 22nd September, 1976, at the latest.

WALSALL METROPOLITAN BOROUGH
Education Committee
Hillary Street Infant School
Hillary Street, Walsall, WS2 9DP
(Group 5 : 307 on roll)
Re-advertisement—Required for January, 1977.

Head Teacher
(Salary £5,496-£6,120 plus S.P.S. Allowance).

This school is housed in traditional buildings in which a substantial area of open plan teaching accommodation has been created by extensive internal adaptations. It serves an area with a sizeable immigrant population and places great emphasis on language development and involvement with the local community. The School has a 20-place nursery class and shares a language unit with the adjacent junior school.

Application forms and further particulars are obtainable from the Director of Education, Civic Centre, Darwall Street, Walsall, WS1 1DO. Closing date for receipt of applications is Friday, 24th September, 1976.

Ealing
EDUCATION SERVICE

Required for January 1977:
LITTLE EALING FIRST SCHOOL
Little Ealing Lane, Ealing W5 4EA

Applications are invited from suitably qualified and experienced candidates for the post of

HEAD

of this 5-8 First School.
Salary Scale Headteachers Group 5 plus London Allowance of £402.
Further details and application forms (SAE) available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU, to whom the completed forms must be returned by Friday 24 September 1976.
In appropriate cases, subject to conditions, assistance may be granted for legal fees for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.

Derbyshire headships

Applications are invited from suitably qualified primary teachers for the headships of the following schools:

Stonebroom Primary School, Shirland and Higham
277 Children — GROUP 5

Wirksworth Infant School
123 Children — GROUP 3

Closing date for the above schools 24th September, 1976.

Application form and particulars for the above posts (s.a.e. foolscap please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3BG.

Metropolitan Borough of Rochdale
EDUCATION DEPARTMENT
RE-ADVERTISEMENT
Required for January, 1977

Head Teacher Group 4
ST MICHAEL'S CHURCH OF ENGLAND SCHOOL (AIDED).
Boardman Fold Road, Alkrington, Middleton, M24 1PR.
Applications are invited from suitably qualified and experienced teachers for the Headship of the above school. St Michael's serves a residential area to the north of Manchester and has 165 pupils on roll between the ages of 4 and 11.
Applicants should be communicant members of the Church of England.
Applicants who have applied previously will automatically be re-considered.
Further details and application forms (stamped addressed foolscap envelope please) are available from the Chief Education Officer, Education Department, Municipal Offices, Manchester Old Road, Middleton, Manchester, M24 4EA, to whom they should be returned on completion.

Applications are invited from well qualified and experienced candidates for the following :—

Headships

(a) Dorothy Barley Infants School, Group 5, 230 Pupils
Salary Scale £5,184 to £5,806 plus £402 London Addition and £312 Supplement.

(b) Rush Green Junior School, Group 6, 465 Pupils
Salary Scale £5,583 to £6,207 plus £402 London Addition and £312 Supplement.

Vacancies due to the retirement of the present holders. Both posts offer admirable scope for teachers of energy and initiative and it is hoped that the successful candidates will take up duties as from January 1, 1977.
Assistance with removal expenses in approved cases.
Application forms and further details (s.a.e.) available from the Chief Education Officer, Town Hall, Barking, Essex, returnable by September 23, 1976.

Barking
LONDON BOROUGH

Hertfordshire County Council
EAST HERTS DIVISION

Required for January, 1977

DEPUTY HEADS

For the following schools:
(1) Andrew's Lane JM, Cheshunt (Group 4)
(2) Chalk Dell Infants, Hertford (Group 4)
(3) Goffs Oak JMI, Cheshunt (Group 5)
(4) High Wych JMI, Nr Sawbridgeworth (Group 4)
(5) St Cross RC JMI, Hoddesdon (Group 4)
(6) Sheredes JM, Hoddesdon (Group 6)
(7) Roger de Clare First School (5-9 years), Puckeridge (Group 5)

Please write to the Divisional Education Officer, Scott House, Hagsdell Road, Hertford, SG13 8BQ for application forms and further particulars on these posts. Posts 1-6 are readvertisements, previous applicants will be reconsidered. Post 7 advertised for the first time.

Financial assistance with household removal expenses is available in approved cases.

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EXTRA
CHILDREN'S LITERATURE

Comic cuts

Myra Barrs on picture books for older children

"Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice, 'without pictures or conversations?'"

A younger reader observing an older reader—the situation beautifully caught by a man who knew children, loved to write for them, and in whose books, incidentally, pictures and conversations play an essential part. Alice's progress as a reader, then as now, would have been expected to take a certain course. The pictures and conversations would assume less and less importance, the unwieldy wedges of black print would take over, the print itself would grow smaller. Most fairly confident readers manage this progression, as Alice herself would surely have done. It is what we expect of children, and often what we measure their success at reading by. A 10-year-old who shoots through *Watership Down* is doing just fine. He is not a "problem".

In educational publishing too, the same expected progression is built into school books for children. Publishers, on the whole, have not yet quite adapted to the growth of the sense of a middle school age group. Whether the schools are labelled as *middle schools or not, many* teachers and educationists are becoming increasingly convinced that the way children are expected to change from primary type children doing primary type work and reading primary type material, to secondary type children doing and reading secondary type work and material in the abrupt way that is traditional, has very little to do with what we know about development. So school books, on the whole, reflect the same traditional abrupt transition. The pictures assume less importance, the print becomes smaller, fiction and fact are sorted out into their separate categories, and language is sorted out into separate categories for separate subjects.

Educational publishers are not on the whole blind to the inanity of this disjunction. Many very recently, books which might be useful to secondary schools or primary schools have begun to appear (though when marketing departments mail the book lists to schools, they do not generally perceive clearly enough the two potential audiences for such books, and slap a primary or a secondary label on the envelope). And publishers, like other commercial agencies, are in any case interested in giving the customers what they want—and of course in sales—so the "demand" for books that can bridge the gap must also come from the schools.

So books for children, both from the children's books' publishers and from the educational publishers are sorted out into categories which correspond to traditional expectations about progress in reading. Of course, in many important ways, these expectations are soundly based and perfectly legitimate ones to work from. It is true that, in general, most readers, do start off with picture books with little writing to books with much writing and few pictures—the readers that make the grade, that is. The others who see, only too well, exactly imposed graphically, just how far they are being left behind, are neither so fortunate nor so well provided for.

Why was it that pictures and conversations were so necessary to *Alice at that stage of her reading?* They break up the threatening black blocks of print, lightening the page. The conversations bring in the voice, the language of speech and not books, which is easier to recognize and consequently to read. And the pictures add a whole new dimension to the story. Anyone who remembers their favourite books from childhood surely remembers, as part of the feel of the book, the pictures as much as the text. Often children pore over the pictures, investing them with many more significances than they have when seen later by the dispassionate adult eye. I remember a book which frightened me by its pictures, flat in texture and coloured crudely in a harsh orange and a thick green the colour of processed peas. But I also remember delights, the Susan Pearse illustrations to the Amelia Jane stories, with their calm layout, careful use of frieze motifs and delicately coloured yet realistic drawings; and the brio and limmets-like inventiveness of Joan Bruller's original illustrations to Andre Maurois's *Fattypuffs and Thinifers.*

The pictures were a part of the experiences of the books for us. Gradually the readers among us who caught on quickly came to need them less, perhaps because, as the theory often goes, we preferred to create our own internal landscapes for the events of the story. How far they were essential for a beginning reader is impossible to say, and the examples of autodidacts who began their own reading career with the close-packed print of the Bible or Bunyan should make us wary of generalization—though it is presumably likely that these were texts which these readers had experienced in some other way, in church, or by being read to, before coming to the print itself.

But is there any real reason why it should be assumed that older children *necessarily* need pictures in their books less than younger ones do? Or need them, indeed, less than adults do? For look round at the reading matter of our society. Newspapers, magazines, digests, part-works, coffee-table books, the growing use of integrated litho to produce large format documentary picture books, war comics, science fiction comics, women's picture-story romance periodicals. And indeed, the "Sunday comics".

Fred's gang from "Here are the Brick Street Boys", by Allan and Janet Ahlberg, now in paperback. (Picture Lions 50p.)

Adult readers are not restricted in their choice of reading matter to *the contents of libraries,* and it appears that, in what they want to read, pictures and text do have an important role to play in relation to each other. Children in school are, generally, assessed by their unrelieved progress into the blackness of print, and very often *this is* the home attitude too—"baby" books are bad, "real" books are print-packed. And comics are ambiguous objects, sometimes allowed by adults, sometimes not—rude, funny, daft, private to children and, by them, almost universally enjoyed.

So the phenomenon beginning to appear in the children's books publishers' lists—*picture books that* are specially written and illustrated for older children—is an interesting one. I believe there is a need for such books, and a need to recognize that need among all the people responsible for putting children in touch with books: writers, illustrators, publishers, suppliers, retailers, reviewers, librarians, parents and teachers. At the moment it is not inadequately, by *offering picture books for much* younger children to children in the middle school age group, or by devising specially simple books for "remedial readers", written generally, not by writers but by people who have a particular theory about the teaching of reading and illustrated unimaginatively.

So it is time for the choice of books for children in this age group (and above) *to be widened,* and widened by writers and illustrators whose work is of high quality and who collaborate creatively with each other. Of course the text and pictures do not always stand in the same relationship to each other. Illustrations used simply to illustrate, often as a "facing plate". Now they can weave in and out of the text, interacting with it, making jokes on it, providing a context for it (as, sprechely, comics do) and, of course, interpreting it.

continued on page 36

Animal Families

These animals are all ancestors of the remarkable group called the Perissodactyls, which include the horse, the tapir and the rhinoceros. The story of how this group of creatures live and breed is described in the latest title in the Bodley Head New Biologies series for junior school children.

Horse, Tapir and Rhinoceros
by Michael Brambell
Illustrated in full colour
by Douglas Bowness £1·85

Other titles in the series, all fully illustrated:
Birds of Prey that Hunt by Day by Clive Catchpole £1·75
Owls by Clive Catchpole £1·75
Bees and Wasps by J. L. Cloudsley-Thompson £1·25
Crocodiles and Alligators by J. L. Cloudsley-Thompson £1·75
Spiders and Scorpions by J. L. Cloudsley-Thompson £1·55
Tortoises and Turtles by J. L. Cloudsley-Thompson £1·85
Chimpanzees by Prue Napier £1·25
Frogs, Toads and Newts by F. D. Ommanney £1·25
Winner of the 1973 T.E.S. Information Book Award
Fishes by Gwynne Vevers £1·55

Bodley Head New Biologies

Kiddie-lit-crit

Marion Glastonbury on . . . . how not to do it?

Suitable for Children? By Nicholas Tucker.
Sussex University Press £6.00. 85621 048 X.

Canvassing in an election campaign, a friend of mine found that the word "issues" was an infallible door-closer. Mention "issues" and your audience vanished. Nicholas Tucker is a prolific presenter of issues in children's literature—and he falls to win my vote.

Here is his formula. Take five random categories: Fairy Stories; Comics; Children's Books and Fear; Children's Classics and some Controversies; The Vale of Children's Literature; they are crude divisions and they overlap, but you disarm your readers by admitting it. Throw in some cuttings from *The Sunday Times*, the educational press and the psychosociological weeklies over the past decade, put Mrs Trimmer's book reviews first to give the illusion of a historical perspective and introduce each section with the sort of platitudinous patter which no one can disagree with . . . All sorts of arguments will no doubt continue, but what should have been learned by now is that fairy tales are powerful stuff.

When controversy is your bread and butter, it pays to go for consensus. Nicholas Tucker can occupy a central position in all can occupy a central position in all discussion because both sides are equally grist to the mill—and it is the state of the mill that interests him. He gives coverage, he reports on the market, he confers his blessing on high sales. He reprints two of his own articles on comics with identical and predictable conclusions: too much is excessive but moderation is all right. As if launching a chat show, he tosses out questions regardless of what follows. *Suitable for Children?*, asks the title—and in goes Angela Carter's account of hardcore porn in Japan. Do not bother about the answer—it is being the question-master that counts.

Nicholas Tucker has the two essential qualities of the expert-in-the-street: a knowing manner, suggesting complete command of the field, and a determined shallowness which never goes further than the statement of an issue. "Issues" are, by definition, tedious because they reduce whatever is being considered to someone's stock-in-trade.

The issues as editorially conceived here are relevant only to the reader who is contemplating a career in kiddie-lit-crit. Is it worth anyone else's time and money to learn that "my guess is that this way of looking at children's literature may become more popular in the future leading to a different type of literary debate already seen in the controversy growing up around books like *Little Black Sambo*"? Yet, take away the presenter's padding and the repetitions of "vivid", "exciting", "heartfelt" (with which weary professionals pep themselves up) and some human voices can be heard: Charles Lamb on night fears, Dickens on his nurse's horror stories. These are memorable indeed—but can these sources be described as "not easily accessible"?

Continued from page 35

In the following books, text and pictures interact in quite different and more or less successful ways. Joy Sayers's pictures in *The Pancake King* by Hody Stapel-Valk (Deutsch £2.25) are not closely interwoven with the text; several of them are of the facing plate kind. The story, of a king who would eat nothing but pancakes and so frustrated his gifted chef that he gave notice, with the disasters that ensued, has a good, clear narrative shape that primary school children are likely to enjoy—some top infants could certainly get something out of it and it does not condescend too much to older children. The illustrations are strong and amazingly varied in their range of style and technique, full of texture and detail at times, at other times impressionistic, once brilliantly Monty-Pythonish. This author and illustrator have spurred each other on.

In *Janet Reachfar and the Kelpie* by Jane Duncan (Macmillan £2.50) the reverse seems to have happened. Though there is much talent here, and beautiful attention to layout, each contributor seems to have left too much to the other. The story deals with a little Highland girl's fears of bogey-tales people have been telling her and how these are resolved by her strong-minded grandmother. The pictures by Maïri Hedderwick are beautiful, but slightly too impressionistic and delicate to convey the real horrors that the book is dealing with. The story has truthin it, through the narrative style is one that begins to belong to the world of the children's novel, and so does not use the potential of the pictures as it might. Any adult picking it up would, I think, be impressed, but the child I showed it to, though she liked the story, said she was not sure who it was for—and I think she was right.

Junk Jimmy's African Trip by Jan Lööf (A and C Black £1.75) was originally published in Denmark, and the Scandinavian background may be a nagging element in the book for some slightly pedantic children. Like *The Pancake King* it is a good, straightforward, funny, first-person narrative with a strong shape about a boy, Fred, who goes to stay with his junkyard-owning uncle Jimmy, and helps him and his friend Old Man Crowley build a paddle steamer in which they intend to sail to Africa.

Fred stows away instead of going back home when the steamer is ready to set off, and there is a good joke at the end of the voyage. The pictures are splendid and plentiful, all the junk and machinery is done with great detail and enjoyment, the style is grotesque without frightening like the best sort of comic (though Old Man Crowley provides a touch of the Frankenstein), and the book is well printed on thick satisfying paper. This is the product of an author-illustrator—which may say something about its integrity.

The two Trog books, *Trog* and *Trog Tries Again*, by Ben Butterworth (Methuen, 95p each), smack a bit of the classroom and of the supplementary reader, but are better than most. The narratives always take the same shape: Trog, a Stone Age boy, and his rather dim family, get into a series of messes (not being able to cut down trees, make fire, catch wild horses, and so on), and each time they fall they resignedly send off young Trog to the Quickerwits who live nearby, to tap their superior brain-power and technology. Trog sees the point every time and comes back to explain—but his family always find a way of making things go wrong, even so. The illustrations by Lorraine Calaora are of the comic type, a bit "vulgar" but enjoyed by the children who looked at them for me. One useful point is that where as Trog and his family are white, the Quickerwits are black. The stories are brief, and this, with the easily recognizable narrative shape and the quick pace of the books should make them enjoyable and useful to children who find difficulties in reading (and also enjoyable to others).

And so we come to the Brick Street Boys. Allan and Janet Ahlberg's football-mad juniors are now starring in five books from Collins. (£1.50 each, Picture Lions 50p each.) Not all the stories are equally good, but all are a good deal better than the bulk of what is available to children (and to boys especially). The most immediately exciting thing about them is indeed the interaction between pictures and text and the dynamic quality of the design which, one would guess, the husband and wife collaborators must also be responsible for. Every page has something new to offer visually, and a great variety of techniques is used, from comic strip to the traditional picture-book double spread. The drawings are uniformly delightful, accurate, and funny, and the publishers have done full justice to the colour and definition of them in the hardback editions, though there is unfortunately a slight falling off in quality in the paper backs. There is a running text, but the story is also carried along and enriched by the use of speech balloons.

Keen readers who want to go straight at the narrative in print will need these books less than children who want picture and conversations, but there is something for everybody in them (including adult reviewers). The only pity I can foresee would be if pressure were put on the Ahlbergs to add to the series so fast that they could no keep up this standard.

There are all kinds of adult readers and all kinds of adult reading material. Some kinds of adults see themselves as specialist readers, and then they generally need the pictures and the conversations rather less than the narrative or the idea contained in the black print. But adults can, on the whole, choose what kind of readers they want to be. Children, because of the assumptions that are made about what constitutes progress in reading, because of the way this is reflected in the books that are written and produced and selected for them, are less free to choose what kinds of readers they want to be. The gradual appearance of books like the ones reviewed here is a hopeful sign that their needs may be being recognized.

The story of a deer

Edward Blishen on a book for children by A. L. Rowse

Brown Buck: A Californian Fantasy. By A. L. Rowse.
Michael Joseph £3.40. 7181 1456 6.

Much of *Brown Buck* can be recommended only to children with a taste for donnish waggery. The setting is a library in California—actually, it seems, the Huntington, which Dr Rowse visits annually as a researcher. There are many jokes about research. There is a Cornishman, for example (and No Prizes for Guessing Who, as Dr Rowse might say, being much given to comic italics and capitals): he comes "from a long line of pick-and-shovel men. He was engaged in digging away in the basement of the Library. This was also Research."

Among his colleagues are Mr Kindheart, Top Old Boy at the Library; Mr Longnose, the *best-hearted* man in the world; and the Great Orientalist (or G.O.), who is the *best-tempered* man in the world. Occasionally these gentlemen have to tolerate the company of Professor Effluvia Cradgrind, who comes from "the intellectual capital of Fenland" and "never took a bath if she could help it". She is known as Effie, and lets her hair trail in her soup.

But none of these (good grief!) is the hero of the book: that is Brown Buck, a deer, who is driven by fire into the Library gardens. Some of the time Brown Buck is treated simply as a deer, and this strand in the story is delightful. Dr Rowse writes charmingly about animals, especially cats, and about birds and plants. There are, for example, "the round, red fruit, little apples, sticking out on the ends of the limbs of agaves." The Mexicans intoxicate themselves with the juice of these apples, but though birds scoop them out, leaving only the rind, Diggory, from Cornwall, "never saw them *noticeably* intoxicated." But of course, he adds, "birds often give the impression of being *just a little light* in the head."

And Buck's way of life is richly accounted for, especially, again, in relation to fruit—he finds himself among oranges, and "occasionally nuzzled one, but found that he didn't like the sharp acrid tang of the skin. He preferred the sweet smelling flower, tickle some in the mouth." Altogether, you can see the Californian world, and taste it. And the better side of domesticity is there in the form of pleasant oddities of information.

But alas, alas, the whimsy! Brown Buck, we are to believe, listened to those erudite gentlemen talking, and "felt that he had earned the right now to be Regarded as a Reader himself." And lost, at that moment, all his Reality!

Leonardo da Vinci's stories about nature have been interpreted by Bruno Nardini and illustrated by Adrianna Saviozzi Mazza in a lavish publication entitled "Leonardo da Vinci's Fantastic Animals" (Collins £3.95). The author discourses on the nature of justice, other animals are credited with supernatural powers and mythical beasts are included too. The fanciful, delicately coloured illustrations weave in and out of the text.

A house of glass

Chris Waters on poetry

The Trail of the Trinosaur. By Charles Causley.
Beaver Books 45p. 600 38738 0.
I'll Tell You a Tale. By Ian Serraillier.
Kestrel Books £1.75. 722 65190 2.
Out of the Blue from Nowhere. By Colin West.
Dennis Dobson £1.50. 234 77929 2.
Four Seasons. By Leonard Clark. Dennis Dobson £2.25. 234 77081 8.

The Tail of the Trinosaur, Charles Causley's first-ever story for children, is likely to send any child-ometer off the scale: it is fantastic, very funny and thoroughly believable.

Following the footsteps of King Kong and The Iron Man, it shows what happens when a Trinosaur, buried for 90 million years in the Amazon jungle is sent to the little town of Dunborough by an ex-citizen who wishes to atone for his horrible ways. (" I filled the seat of the magistrates' chair with holly and thistles and prickles and the lily-white coat of the rectory goat I painted with hammers and sickles"). The self-important little mayor decides that a futuristic museum be built to accommodate Trino, but things start to warm up (literally) with hilarious consequences at the unveiling ceremony. The story is told in 24 "shakes" (Causley's reply to Carrol's "Fits"?) and succeeds because it is above all a very human comedy, with sharp but loving observation of the Dunborough worthies. The humour and excitement all derive from the verse which is varied, inventive and totally assured: it's as good as a Canterbury Tale.

Causley is justly renowned for his ballads, for his ability to tell a story or portray a character in vivid idiomatic language. Ian Serraillier's new collection also favours the ballad, but here for half the book, we have the originals ("Lord Randal", "The Two Ravens", "The Crafty Farmer", "The Cruel Mother", etc), adapted or slightly adapted into a modern idiom to be intelligible to younger readers, while the rest of the collection comprises riddles, limericks and narrative poems by Serraillier himself, all amply illustrated with photographs or original drawings.

Since the aim of the book is to encourage children into reading and liking poetry, it is obviously valuable to concentrate on vivid narratives told in simple language. Interestingly, several have been made very "contemporary" purely through choice of illustration, as when "The Brown Girl", accompanied by a photograph of an Indian or Pakistani girl, becomes a meaningful story about racialism. Sometimes, as in any "translation", something is decidedly lost. For example, "The Two Ravens" and the "Lyke Wake Dirge" are just not the names to give the violence and antiquity of the original Scottish. Nothing here quite as striking or engaging as "Timothy Winters", but a welcome presentation of the traditional nevertheless.

Do you have to be mad to be funny? Probably not, but it seems to help. Nonsense has always seemed to be a kind of overflow for dangerously or disproportionately gifted people, infantile jabberwock often coexisting with hyper-intelligence. I doubt whether Colin West is mad, or even manic, but he still manages to be funny in his *Out of the Blue from Nowhere*. The excellent illustrations to his 25 poems do have more shaggy lunacy in them than the verse, where the nonsense often seems determined by the rhyme rather than the other way round. Here's a typical example of the splendid incongruities achieved:

"Parsons, priests and country vicars
Love the food of city slickers,
They go to cafés with their vergers
For crinkle chips and cheesy-burgers,
They shake on ketchup, spread on mustard,
And wash it down with prunes and custard."

Leonard Clark's *Four Seasons* is a delight. It is not merely illustrated but decorated, almost illuminated, by Jenny Corbett's drawings. They are a perfect complement to the poems—delicate, precise, serene. At the end of "Morning in June" Leonard Clark writes:

"I marvel at it all, I see with wondering eyes,
Inherit field and bird, and every blade of corn"

and, indeed, the effect is cornucopian: a picture emerges of a man at peace delighting in the abundance of the countryside. His kind of vision does not accommodate the harsher realities of Hughes or Heaney, but the underlying peace and gentle reflectiveness are absolutely consistent and occasionally surprisingly sharp. At the end of an averagely interesting piece about glass, he surprises and convinces with:

"The whole world is a house of glass,
We breathe our frail names on its cold face"

With its simplicity of language, its evocativeness, its precision of observation, its fidelity to the seasons and its seasoning of self to sharpen the vision, this is an excellent collection for all children who are discovering and enjoying poetry.

Light and shade

Jacky Gillott on Kilvert

Ardizzone's Kilvert. Abridged by Elizabeth Divine. Edited by William Plomer.
Jonathan Cape £2.50. 224 01276 2.

To review *Ardizzone's Kilvert* with real authority I should have read the full three volumes of Kilvert's Diary first edited by William Plomer in 1938. But I haven't and I'm very glad. Had I read it I should waste a lot of time being crabby about the omissions in this short book and, as it is, this version, abridged by Elizabeth Divine, seems to have all the grace and wit and fervour that I'm told characterize the original.

I'm also told the original contains a number of references to the rounded bottoms of small girls and they are perhaps as well left out. But I'm happy to see it does include Kilvert's funny and very revealing (in both senses of the word) accounts of bathing nude at Weston-super-Mare and Shanklin.

Francis Kilvert was a country curate in Wales, Wiltshire and Herefordshire in the 1870s—a time when country parsons (unlike today's) did not have to cope with four parishes single-handed and had sufficient leisure to keep a diary. Unlike many clerics, however, Kilvert could write with vivid simplicity and the many little portraits he creates from his "villaging", as he calls his pastoral visits, are astonishingly live. There is old Hannah sitting at her cottage door looking over her handiwork for sources of gossip. She has an unexplained aristocracy in the bones of her face. "Thank God for my bit of breed", she says. There is old Pugis, one of a line of harpists, who guides Kilvert over the fearful heights of Cader Idris and once, on a wet September day, runs up and down the mountain four times for a £10 wager.

Humour continually shapes and softens his observation. He can laugh at the communicant who raises his cup of wine to the health of Christ. A baby is christened after a furtive breaking of ice on the font. He makes wonderful comedy out of an attempt to boil new potatoes at a midsummer picnic and of the flower show at Hay where a benchful of the prettiest girls in the village tips up, leaving all their feet in the air.

To my mind though, his greatest gift is a rich and spacious sense of landscape which contrasts tellingly with the close, small detail of village life. In his passionate notations of the sky, its multiplicity of light and colour, he can claim a painter's eye. It is that quality in him which makes particular scenes cling in the imagination: the graves, flower-decked for Easter for instance, which seem to him in the moonlight, to resemble sleeping forms ready to rise on Easter morning, or the glimpse of a woman on a cream horse riding through alternate pools of light and shade cast by overhanging trees.

Because his eye is capable of this large and finely-toned dimension, I don't feel that Ardizzone was the right choice of illustrator for the book, much as I love his work. Even in the active, crowded, interior scenes (all in line) which Ardizzone does so well, the scale of Kilvert's perception is somehow reduced to the attractively quaint. The charm of the drawings is indisputable, but it is not the right charm. In the end, this is Kilvert's Kilvert, not Ardizzone's.

Formidable matron

Phoebe Latham on the author of "Anne of Green Gables"

The Wheel of Things: a Biography of L. M. Montgomery. By Mollie Gillen.
Harrap £4.95. 245 52971 3.

Re-reading *Anne of Green Gables* (published in 1908 and still going strong in children's libraries), one is engulfed in a flood of unrealistic transatlantic sentimentality and cuteness. Anne is the heroine of six further books written over the next 30 years, has been the subject of films, radio and television series, translations into many languages, and even (in 1975) of a Canadian postage stamp.

This popularity is comprehensible when we meet Anna's creator, L. M. Montgomery, in Miss Mollie Gillen's biography. Many of the author's characteristics as well as the places she loved, are crystallized in her output of 24 books.

Like Anne, Lucy Maud Montgomery (born in 1874) was motherless from babyhood. She was brought up by grandparents in the original "Green Gables" farmhouse, precocious and solitary, but not a lonely child: there were innumerable relations on Prince Edward Island, Canada's smallest province which all her life remained Maud's heaven on earth. She had from her earliest years been deeply moved by obvious natural beauty—sunsets, cherry blossom, seashores—feelings which found expression in many purple passages. Over 40 years she wrote voluminous letters (one of 14 pages) to two pen-friends, Frank Weber, of Alberta, and George MacMillan, of Clackmannan, Scotland.

Her high-minded sense of duty made her give up a journalistic post in 1901 to be with her grandmother; she delayed her own marriage, to an austere and melancholy Presbyterian minister, till she was 36. They had two sons, and she filled the role of a model minister's wife. How this formidable matron with the heart of an adolescent found time for her writing can only be explained by her rigid self-discipline.

Miss Gillen's book must have been entertaining to research and to write; much of the essence of the life comes over visually from the excellent illustrative photographs. But the gist of the narration might have been conveyed in a 5,000-word article, and endpaper maps and a chronological table would have been welcome.

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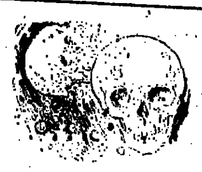

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For details of the Oxford University Encyclopedia and the Oxford School Dictionary, please see Oxford University Press's advertisement on Page 26

Emotional ups and downs

Books for young adults

Colour in the Creek. By Margaret Paige.
Collins £3.95. 00 185018 0.

Smouldering Fires. By Anya Seton.
Hodder and Stoughton £2.80. 340 20694 2.

A Flute in Mayferry Street. By Eileen Dunlop.
Oxford University Press. £3.25. 19 271385 X.

"Young adults", no less than children and grown-ups, require a number of contradictory elements in an entertaining story: familiarity and strangeness; characters to identify with and to hero-worship; fantasy and realism; horror and delight; mystery and certainty; likelihood of disaster and a happy ending. These ingredients are mixed in different proportions in the three titles under review.

Published in Australia and printed in Hongkong, Mrs Paice's novel is set in the Queensland the author remembers from her childhood. One has (as in so many "low life" stories) to suspend disbelief to the extent of accepting that the unschooled 12-year-old narrator, Alec Fletcher, has the literary skills to convey the day-to-day life of a gold-prospecting camp during the Depression of the early 1930s.

A very rough world it is, inhabited by wallabies and scrub turkeys, bandicoots and lyrebirds, possums and scorpions, as well as by the hard-drinking optimistic men who, lured by the gleam of gold, subject their dependants to bare-subsistence living. Alec's family consists of his parents, sister Biddy ("she was always collecting stuff") Jonno, a four-year-old nuisance, and baby Colin. There is also Lizzy, the old Ford which needs cranking by hand to get the engine turning.

English readers may need explanations of some of the terms (yubbies, zac, mopoke, mullock, adit), and be disappointed that there is not more shape to the story. The climax comes when Father is injured in an explosion (was it Alec's fault?); but after a spell in hospital he recovers and off they all move again to "see what turns up".

Miss Anya Seton has a reputation as a historical novelist for grown-ups. *Smouldering Fires,* first published last year in America, is her second novel for juniors. We jump to another continent, and both backwards and forwards in time. The place is Greenwich High School, Connecticut (and, briefly, the Deep South of "magnolias and moonlight"); the time is the present and also 200 years ago, the period of Longfellow's "Evangeline".

Few British teenagers today, probably, have heard of the maiden whose hair was seized on the eve of their marriage, when the English drove the French settlers from Acadia (Nova Scotia) and set fire to the village of Grandpré. But for Amy, Miss Seton's heroine, Evangeline is as real that in "true dreams" Amy actually relives her ancestress's experience.

We are introduced to an Amy who is fat, plain and spectacled. But what romantic novelist can keep this up? Amy has only to let down her red-gold hair, reveal the clear grey eyes behind her glasses, and add touches of crochet to her dress to become as dazzling as the dust-cover artist imagines her.

Romance is there in dollops. But there is also a deep and serious theme: the application of para-psychology to a case of far-memory and dual personality. Amy is compelled to relive the past; she is physically blistered in the present by the nightmare flames of two centuries ago; she finds herself looking through the modern traffic to scenes of the past. There is a tremendous struggle to release her personality.

She is helped by her English teacher, Martin, and his psychiatrist-fiancée, Claire; and by her French-Canadian grandfather, an appealing displaced person who talks Frenchified English. She is hindered by her mother, a character so coolly inhuman and unrealistic at the beginning of the story that her eventual change of heart is also incredible. The interest of the main question (is Amy re-experiencing a former incarnation?), as well as points towards burning themes like race relations and sexual mores, ensure that the novel will be absorbing.

In contrast to the previous two stories, *A Flute in Mayferry Street* is set nearer home, and is the work of a young writer. Miss Dunlop's sense of the past encapsulated in the present has full play in the tense, poetic mystery held by a shabby 18-roomed house in Edinburgh's gracious New Town. At 17 Mayferry Street live the Ramsays, a widowed mother with schoolboy son Colin and a 17-year-old daughter, Marion, crippled three years previously in a road accident. The doctors hope but cannot guarantee that she will be able to walk again. The lodgers on an upper floor are Jake and Jen, a cheerful trendy modern pair. The attic floor is empty—but magical and "full of noises" as Prospero's island.

Both Marion and Colin hear the unearthly flute music from upstairs; Colin discovers a yellowing photograph wedged between dusty floorboards. Link by link the children unravel the mystery of the two men who lived in the house before the Kaiser's war. The tension is taut as a fiddle string. And (of course) Marion discovers love, and (of course) Colin acquires the flute his mother could not afford to buy him.

But no synopsis of the plot can convey the fine quality of the writing; the fully rounded characters with their dark or sunny moods; the smells and tastes and textures and colours of the changing seasons in Edinburgh; above all, the atmosphere of the old house, through the influence of, which a sensitive child can enter another dimension.

Phoebe Lutham

The Six. By Janet Green.
Bodley Head £2.50. 370 11026 9.

One Long Sunday. By Roy Wilson.
Heinemann £2.10. 434 95812 3.

Penny Black. By Geraldine Kaye.
Heinemann £2.10. 434 95819 3.

Cave. By Barry Pointon.
Bodley Head £2.50. 370 10983 X.

Quarter Boy. By Richard Parker.
Heinemann £2.10. 434 95810 7.

The teaching of reading too often ends once a child is considered able to read with reasonable fluency and comprehension. Thus he stagnates, functionally literate. Yet literacy only really begins when a feeling for language and a love and enthusiasm for the written word develop.

To encourage the ex-literate—the reluctant, inexperienced, new adult reader, call them what you will—many publishers have promoted books with themes and characters purporting to engage the feelings of those who have little experience of being caught up in a story.

This genre can be thought of in two ways: adults writing particularly for adolescents, and adults writing about adolescent situations which are likely to interest that age range. The former tend to be horribly self-conscious, employing the alleged jargon of the teenager to tell the tale that, so it goes, every adolescent wants to meet in a book. *The Six* plunges unflaggingly into this category. A teacher here is Janet Green asked a bunch of kids "to tell it like it is". The collection of unstructured dialogues she has used tell six different stories.

Sammy, Joe, Phil, Farso, Corky and Paddy are the game-for-anything lads about to leave school, and each has a turn recounting incidents that befall the group. Aggro at the Youth Club, Paki-bashing, chasing the birds, smoking dope, staging a fire-drill on their farewell day at school—all these are the stock-in-trade of a text which verges on the comic strip: "Joe's my mate. He's a cocky little bugger . . . We were having a right set-to when this ape of a teacher launches in and bangs our heads together . . . we were mates from then on; united against authority."

Whack! But Thump! Pow! A colloquial hotch-potch of staccato prose fits uncomfortably on the page. The adventures are trite and the characterization seldom rises above the banal. In its defence, the book has a place alongside the comics and ephemera which the adolescent can coast through at the bus stop, but it ill serves its claim of stimulating a genuine appreciation of reading.

I am not certain what *Long Sunday* is the answer to. The opening scene in Barbara Remund Home soon switches to the boys kicking their teachers to the ground and absconding. The trail of their long day's journey, a desolate night on the run, police ends in a predictable round up of thieves and vandals. Clichés aside, the story unfolds with zest and a keen eye for atmosphere and adventure.

Budgie leads the others in a mad romp in an abandoned sewage works where, it turns out, his kleptomania has concealed hundreds of pounds now starved to death in his forced absence: "Treeve's face between the rows of bottles causes with horror. In every cage lay the body of a dead bird, many, several birds shared the same deathbed. There were budgerigars, sparrows, thrushes, blackbirds, starlings, wrens. . . ." The pathos and direct observation of people and places allows the young author to share the characters' hopes and fears.

Identification with a character is a vital element in enjoyment of a story. The pathos of the environment in which two of the characters live, the deranged Budgie from whom they steal and prevent his shooting himself, and the toughie, bullying gang leader Cave, is engaging. The occasionally over-drawn delineation of character is a common failing of an author often makes the interest of the plot, and Barry Pointon's success ultimately lies in the sensitive and realistic treatment of the protagonists.

If, in our sex-preoccupied age, a book can still be prescribed for girls only, then *Penny Black* has the right ingredients for the other sex. Those who enjoyed Cynthia Beckman's stories of Mia will welcome this tale of a 15-year-old girl passing through a summer of change. Epiphany upon epiphany worries about O levels; doses of unhappiness with a clinging, demanding Mum; a secret Saturday job; failure with a boyfriend who takes up with her best friend—this is aggravated by her crush on the Supply English teacher who inspires her to a 35-page Wuthering Heights worth essay.

Conversational pieces flow naturally and Penny's emotional ups and downs are sympathetically exposed in a dreamy interior monologue. The happy conclusion has Penny with three O levels, enrolling for evening classes with prospects of nursery teaching, and patching up with the boyfriend who comes along with a lady Sorbo Croat. The tightly constructed and humorous narrative thoroughly recommends itself to 13-year-olds—and anyone who wants to share their problems and hang-ups, not with the problem page of a girlie magazine but with a fictional confessor.

Cave is a more substantial novel from the author of *Break In,* a Hamilton "Topliner". There are a number of sub-plots shuffling along through a text which is overlong and occasionally deadening. Thompson family experience as an easy home life while their eldest son is on frontline duty in Belfast. Younger son Ian (another boy about the classroom routine to the outside world) is passionately devoted to building a motor-bike and persuades Cave, the local gang leader, into buying a worn-out motor-cycle cylinder. Cave feels tricked and seeks revenge.

Parents are suddenly called away from home leaving him to look after his temperamental younger sister. She, meanwhile, befriends the lonely old bird-watcher next door.

Barry Pointon is not totally successful in gathering together his many threads; at times he moves clumsily between them and pads out a chain of events which hurtles along breathlessly, losing the reader. In a thrilling climax, suspense is finely created, honesty outs, grievances are buried, and all is back to normal before parents return.

The most entertaining of these five books is *Quarter Boy,* a winsome, witty account of Charlie who, following a number of short-lived

continued on page 39

Realizing the impossible

Stephen Corrin on folk tales

The Inland Whale. By Theodora Kroeber. Illustrated by Caroline Scarlett-Streatfield.
Gollancz £2.95. 575 02102 0.

The Book of Magical Horses. By Margaret Mayo. Illustrated by Victor Ambrus.
Faber and Ward £2.50. 7182 1131 6.

Tattercoats and other folk tales. By Winifred Finlay. Illustrated by Shirley Hughes.
Faber and Ward £2.50. 7182 1135 9.

With the possible exception of incest, there is no common consent across time and space as to what is and is not fit for tender years." Thus is the contributor to a recent issue of the TES. Theodora Kroeber, the talented mother of Ursula Le Guin, has deliberately placed herself outside this consensus (assuming it ever existed) by using incest as the theme of "The Loon Woman", one of her stories about the Californian Indians in her collection entitled *The Inland Whale.*

Menstruation, polygamy and unchastity are other subjects that crop up in her fascinating book, but it mentions lines like "I want to keep with you" spoken by a handsome youth to a shy Indian girl. All the stories, in fact, are about girls, their roles, rites and initiation ceremonies.

Dance Mad" deals with the ritual of the onset of the monthly period; it is a brilliantly sustained account of an obsessive ecstatic dance, a frenzied jig to the end of the world and back. In the Orpheus and Eurydice theme of "The Man's Wife", where, in the netherworld of the dead, the smell of the living is offensive and where, apparently, man is still *homo ludens,* Mrs Kroeber is at her most macabre and compelling best.

But the only story that has anything of a substantial plot is the touching romance of the "About-the-House Girl" which is also the only one to suggest there is any violence among the Californian Indians, the others being all peace and harmony. This is odd, for it hardly reflects what Mrs Kroeber, in her illuminating chapter about the customs and mores of these people, tells us about the feuding, killing and stealing of property that go on. These activities are conspicuous by their absence.

The tales themselves, claims the author, "are very like the Indians who used to tell them around their own fires, and, later, around the fires of some of us who live on the land once theirs". They are certainly unlike the Indians we are accustomed to in the Hollywood "westerns". The hawklike profile and the crafty watchful eyes of a Plains Indian chief" are absent and instead we get "a mildness of expression, a direct and candid gaze, a readiness to smile" all of which reflect the quieter different values and way of life.

The main enchantment of Margaret Mayo's *The Book of Magic Horses* lies in Victor Ambrus's evocations of the noble animal. Whether grazing, prancing or rearing on its hind legs, the pose is accurately caught to give an immediate and lifelike effect. Many of the stories are run of the mill retellings of well favoured, several of Slavic provenance. An Indian tale, "A Horse called Terror", is by way of being something of an amusing tribute to Women's Lib, the protagonist being a wayward young princess with a mind of her own who leads her troops to victory on a highly recalcitrant horse, "Prince Bellerophon and Pegasus" is the traditional classic but with the added spice of an incident reminiscent of the story of Potiphar's wife. A Spanish contribution, "The Enchanted Mule", is the most humorous and also the most wounding to the dignity of the Fat Archbishop of Toledo.

The concentration, exemplified in *Tattercoats* (a Lincolnshire variant of Cinderella), that the youngest and most humble shall be endowed with the most desirable attributes—a convention anticipated by children themselves though cupboard fat all that—eludes a simple symbolic interpretation. Surely it is a deeper symbolization than merely that of the small fry getting their own back against the more powerful? As for that unprepossessing little amphibian, the frog, turning into a prince, or princess, this is perhaps to be interpreted as the achievement of one's wildest dreams —the realization of the impossible.

Winifred Finlay's retellings have a robustness, a poetic quality and precision seldom encountered in versions of traditional tales. Occasionally, however, she seems to get borne away on the crest of her own jaunty and vigorous style, with the result that what was meant to be "straight" comes across as perilously near tongue-in-cheek. "True Thomas" is not a children's story but about the gift of poetic prophecy granted to that elusive personage, Thomas of Ercildoune, better known as Thomas the Rhymer, by the "Queen of fair Elfland". The telling matches the content as it does, too, in "Columba and the Water-Horse", a religious tale told entirely without solemnity. "Nicht Nought and Nothing" is a rollicking send-up of all the well-tried ingredients which constitute the archetypal myth and Fairy-tale, but most of all I enjoyed "Whippity Stourie", a meatier version of "Rumpelstiltskin", full of nature lore and narrated with great punch.

Words, words, words

Heather Neill

As the Oxford Children's Dictionary (in colour) (Oxford University Press £2.75) does not attempt to give information about pronunciation or grammar, it presumably exists solely to aid the young reader who, confronted by an unfamiliar word, is held up in the process of enjoying a story. Why then, I wonder, are so many of the definitions unnecessarily vague? "Lion" is defined as "A large, powerful wild animal". Even given a small illustration, this is far too general. To mention Africa and the cat family would not, surely, have made this too difficult for children likely to be using the dictionary—presumably in the six to 10 age group.

"Harp" is defined as "A musical instrument with many strings", while "guitar" is "A musical instrument with strings which are plucked". How else should one play the harp? Oddly enough, more difficult concepts are dealt with more satisfactorily, because the compilers (John Weston and Alan Spooner) frequently use simple sentences to illustrate the use of an abstract word.

The decision to avoid giving parts of speech seems difficult to justify: the words "verb" and "noun" are themselves adequately explained. Parts of the verb, plural and feminine forms of nouns, adjectival and adverbial forms appear, but with no explanation as to what they are.

The dictionary is attractive, but there will be times when the inquiring child is disappointed and other times when he is confused.

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unsatisfactory jobs straight out of school, finds himself restoring Indian figures at the top of the Town Hall clock tower: "The figure that strikes the quarters is always known as the quarter boy".

His initial vertigo, the growing passion for the task in hand which stuns his doubting employer, and the happy outcome of full employment will warm the heart of the adolescent who dreams of settling into the right job. In the background lurks a shy girl friend who wins a national design competition; they both hit the local papers and art college futures seem assured.

Richard Parker captures the colloquial, but avoids the fragmented and uninspiring slang of *The Six* by writing a splendid story that has no room for the popular streak of violence which many writers mistakenly feel is the only winning formula.

Almost anything that will encourage reading is to be supported, but we must remember not to neglect the proven favourites of generations of readers. That way impoverished reading lies; there is more drama, sex and noble violence in *Romeo and Juliet* than in a shelf-full of contemporary fiction for youngsters.

Roy Blatchford

Strange and familiar

Song of Sula. By Lavinia Derwent. Gollancz £2.80. 575 02092 X.

The High House. By Honor Arundel. Hamish Hamilton £1.80. 241 89424 7.

A Year and a Day. By William Mayne.
Hamish Hamilton £2.75. 241 89221 X.

Coming to terms with strangers and forming relationships are common themes of these three books, and each is firmly rooted in a particular place; otherwise they are vastly different from each other.

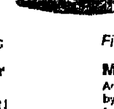
It is perhaps unfair to review *Song of Sula,* Lavinia Derwent's fourth book about Magnus Mcduff, in the company of William Mayne and the late Honor Arundel—and perhaps doubly so to do it without having read the earlier instalments. In these circumstances, certainly, the writing seemed pedestrian, the feeling sentimental and the matter contrived. But the reviews quoted on the dustjacket suggest that many junior schoolchildren much enjoy these stories of a remote Scottish island, and for these enthusiasts it is probably enough to say that, in this one, Magnus and the Duke return to Sula after the triumphant performance of the Duke's Sula Symphony in London, that Magnus has to come to terms both with his jealousy of a visitor, Lionel, and with the problem of Gran's ill-health, that he is willing to sacrifice his chance of developing his artistic talent for her sake, but that a happier solution, involving The Ferrat, is found. The bleak beauty of the far north is pleasingly evoked.

A very different Scotland figures in Honor Arundel's *The High House,* a welcome reprint of this sadly-missed writer's Emma stories. Emma, having abruptly lost her parents in a car crash, is carried off to Edinburgh by her artist aunt Patsy and, as a tidy-minded 13 year old, is appalled by the squalor of the Old Town and the apparent chaos of her aunt's life. Her gradual adaptation to a more casual way of living, which puts adult responsibility on her (until she reaches the point of rejecting the demand-of offer to live with respectable Aunt Laura in Exeter) is most delicately done; the reader's sympathy is always held by Emma, even when she is at her most priggish. One of the ways in which this story works better than *Song of Sula* is in the lightness with which Honor Arundel touches on her characters' talents; the small hints about Aunt Patsy's gift as an artist and brother Richard's as a musician are much more convincing than Lavinia Derwent's insistence on the success of the Duke's composing, the future greatness of Magnus as an artist and Lionel's marvellous voice.

Both these stories, however, are fundamentally modern and realistic, whereas *A Year and a Day,* set in Cornwall in a time unspecified but surely past, is in a special sense a fairy story, written in an intensely poetic prose. It is likely to be appreciated by readers a great deal older than the little twins, Sara and Becca, who find a boy naked in a wood and bring him home to be their doll and playfellow. The local witch warns them that he is a fairy child whom they will only be able to keep for a year and a day—and so it proves, though their loss of him is followed by gain. The perfect simplicity of the story, the exquisite concept of the child who cannot speak but communicates to those who love him by his imitations of appropriate sounds (is it my fancy, or is Mr Mayne here using psychologists' observations of autistic children?) and the tender elegance of the style make this tale altogether exceptional.

Audrey Laski

Children's Books



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Dent

Wielding a magic brush

Stuart Hannabuss on Japanese illustrators of children's books

One of the autumn illustrations from "A Child's Book of Seasons" by Satomi Ichikawa

An example of Chiyoko Nakatani's work from "My Day on the Farm" (Bodley Head £1.50).

I think it would be pretty safe to say that most people haven't read *The Tale of Squirrel Nutkin* in Japanese. Yet Beatrix Potter is one Western writer who sells well in Japan, along with Hans Christian Andersen, A. A. Milne and Selma Lagerlöf. The traffic goes both ways, of course, for several British publishers have taken a great interest in Japanese children's books—especially picture books. We see the results of their interest ever more clearly in bookshops and children's libraries.

The Japanese have had a long and rich tradition in designing pictures, and famous names from the past, like Hokusai and Utamaro, are known to many who are not collectors. In recent years there has been a flowering of art in Japanese picture books, and, fortunately for us in the West, it has overspilled into our market-place. Illustrators like Momoko Ishii and Chiyoko Nakatani are building up reputations around the world.

One of the things which drew Alan Garner to Japanese stories was the fierce energy of their mythology. This led him to include the savage tale of Hoichi the Earless in his *Book of Goblins*, some years back. The powerful emotions generated in Japanese myth come through in picture books wrought by Japanese writers and illustrators.

In 1975, for instance, Blackie published *The Ogre's Boots* by Keisuke Nishimoto (£2.50), illustrated by Kozo Shimizu; a kind of Oriental "Mr Miacca" about an ogre from whom three brothers try to escape. Tiny figures are dwarfed in an impressionistic sea of brooding tones and a glaringly red giant ogre tramples through the pages, nails and teeth flashing dangerously. The impact is tremendous and immediate, and the breath of relief hisses out of the corner of our mouths at the ingenuity of the third brother.

Another in the same series, *The Heavenly Weaver* by Sachio Mitsuhoshi (Blackie £2.50) takes the story of the Sky-King's daughter and her fatal love for the Celestial Cowherd. She is the one who weaves the tapestry of the seasons, and in her dallying with her lover forgets, and drought and famine come to the earth. The photographic montage artwork of Kozo Shimizu starkly shows how the Sky-King separates the lovers with the Milky Way, allowing them to meet afterwards only on Midsummer Eve.

The dramatic quality of these stories stands out, too, in a series called "Fantasia Pictorials" from Warne. These pictorialize in a variety of distinctive ways certain pieces of classical music—Mussorgsky's "*Night on a Bare Mountain*" (£2.25) has skeletal and ghoulish figures by Taro Semba wheeling round a craggy hill until banished by the church bell at dawn, while Ryohie Yamashiro brings the multitudinous magical broomsticks to mesmeric life in a vivid picture version of Dukas's "*Sorcerer's Apprentice*". Like Disney's *Fantasia*, this is a series that selects classical music which creates tone-poems and tone-pictures in the air for children.

Japanese stories want to involve children in this mythological rugby-scrum. Wolfgang Grässe, whose *Mui-Tzu and the Kite Emperor* (Angus and Robertson £1.80) is wholly modelled on Oriental designs, tells of Mui-Tzu who had the nail to fly a sleazy old kite in the sky without painting it first. He has it shot down by the Kite Emperor, who arrives in his sky-ship, and is then taken to the Kite palace in the mountains of Tibet. There he has to choose the finest kite he can see from the many up in the sky, and upon his choice depends his future. Grässe, despite his circumlocutory diction, paints some pictures of remarkable beauty which yet take on a sinister harshness as we realize how near death little Mui-Tzu comes.

In fact, magic in Japanese books is impregnated with the fearful. This emerges in Hisako Kimishima's *The Magic Brush* (Blackie £2.50) illustrated by Tomiu Murakami, where little Mu Liang finds a magic paintbrush the pictures from which come to life. He starts off well, painting oxen for the impoverished peasants, until the greedy governor hears about it and demands a mountain of gold. Mu Liang obliges, but puts the mountain on an island, draws a ship to the island, and then sinks the ship with a storm. Murakami's vivid artwork angles the grotesque governor and his minions so that children have to look upwards at them—*he* is the one with a magic brush!

Apart from mythology, Japanese illustration is active on other fronts. One of its major trends, towards the "childlike", is using pictures along the lines themselves are thought Taizi Kitada's illustrations Blakeley's *I Bet I Could* Black £2.25) make sophisticated of simplicity in describing little boy makes believe this "simplicity" is not the Japanese (as we know from work of Renate Meyer and Baker), but in the Japanese seems to connect with developed camera and sense and with artistic tech back to Impressionism.

Bunshin Iguchi's pictures from *Cat* (Hamish Hamilton show this clearly, using gestures reminiscent of achieve their gently humorous monastic effects, while Hiroo sawa uses Turneresque sky scraperboard techniques in Pictorial version of "*William Tell*". Such impression allows for remarkably detail in books about animals. Junkichi Kinbo's *The Land* (Blackie £2.50), where the hare from fox and eagle frighteningly and closely through the pictures of Taki as can be.

One danger of Japanese books lies in the area of sensitivity. After all, Japanese technique known throughout the world; skill in miniaturization, for it comes to children's books, leads to the creation of "dinky" and the "twee". Of its merits, the work of Helen ley and that of Kate Greenaway on this count, although not plummet to the sump sentimental mine like Joan Anglund.

Satomi Ichikawa is a artist working in Paris, and *Child's Book of Seasons* mann £2.60) is really homage past, both in art style and past of childhood itself. Its cute attention to detail, as seen children gambol with Easter freshness, and its finely selected use of russet tones place an artifact to adult memory. the flashbacks in Bergman's *Strawberries* and like the Russian classic by Carl Larsson, *Our* recently republished by Methuen (£2.95), it is part of the general lic's interest in things of the torian and Edwardian vintage. the book trade is holding a mirror up to taste.

A sense of size and space

Valerie Alderson talks to David Macaulay about his non-fiction books for children

> **"a gift for putting over the complexities of construction engineering which should be the envy of most of our writers of children's non-fiction"**

It is difficult to believe that David Macaulay's *Cathedral* (Collins, 1974) was his first book, for it conveys all the professionalism and authority of an established writer. Indeed, the unsuspecting reader might be forgiven for thinking the author-illustrator to be an established scholar who has turned to children's books to satisfy a need to find a wider audience for his enthusiasms.

In fact, *Cathedral* was written because its author wanted to become an illustrator and could not find a suitable text. That the book was an immediate success seems to have come as a complete surprise to its author and publisher although not to its readers.

David Macaulay is the first to deny any pretensions to being a writer, but he certainly has a gift for putting across the complexities of construction engineering which should be the envy of most of our writers of children's non-fiction. No doubt his training as an architect has contributed much, giving him a thorough understanding of the principles behind the work he describes, but, in addition, he exploits his gifts as an illustrator to underline and expand his text.

uncanny heights and depths

It is in his stark, black and white illustrations that his books' great strength lies. Mr Macaulay is much pre-occupied with the use of perspective to give impressions of size and space and in *Cathedral* he demonstrates this par excellence.

Superficially, many of his drawings may seem strangely contorted, the line twisted out of their conventional angles, but at one looks closer, one discovers the uncanny heights and depths of his buildings. The great west front of his cathedral leans up and back as though one were indeed standing in the precinct before it; or one can look dizzily down into the nave from the partially completed vaulting, teetering on a beam turned sideways narrow by tears, along out for the comfort of chair or table to restore one to solid ground.

Despite three more books and another on the way, *Cathedral* is still David Macaulay's favourite, the one he feels comes closest to putting over his ideas.

In both *City* (1975) and *Pyramid* (to be published this autumn), he has tried to repeat the pattern begun in *Cathedral*. *Pyramid* comes closest, for again it relates the undertaking of a massive building project, with the minimum of mechanical equipment, depending primarily on unlimited manpower and a great deal of ingenuity. It is fascinating, for example, to discover at least one theory of how the Egyptians built without those essential aids of modern building, scaffolding and cranes.

aqueducts, cisterns, sewers

City is somewhat different, for here the emphasis falls much more on the people who inhabit the buildings. Mr Macaulay has taken for his theme a hypothetical Roman city designed for a maximum of 50,000 inhabitants. He has followed through its building, from the construction of the outer walls, the aqueducts, cisterns and sewers, to the final completion of the buildings 125 years later when the population has reached its projected maximum.

In this book, the strength lies not only in his drawings of buildings, but in the way the author has brought the inhabitants to life. For most children, a Roman city is no more than so much rubble, but Mr Macaulay has taken the stones and rebuilt them into shops, tenements, houses, public baths, and filled them with the everyday bustle of a living town.

Suddenly, a Roman apartment begins to look very like its sparsely furnished modern counterpart; the trading places and their customers are not so very different from a modern snack bar.

One of David Macaulay's motives in his writing (and speaking) is the desire to make people, and especially children, look at the buildings around them; to activate in his audience a curiosity about how things are made and how they function. This finds specific expression in his book *Underground* which will be published in the States this autumn and, probably, in this country next year.

Here he has taken a new line, for he describes the book as a kind of guide to what happens *beneath* a modern city: the sewers, electric cables, water mains, subways and so on which are an unseen but essential part of that city's existence. Perhaps here there is more of the teacher coming out, for he admits to a sincere love of reaching, though as a two-way process rather than as instructor pontificating to unquestioning students.

And after *Underground* what? At present David Macaulay is working on *Castles* another "construction" story. He has done the reading, looked at examples and it now remains only for him to design the finished book, write the text and complete the illustrations. After that, he is adamant that there will be no more in that genre. It is not often that an author who has found such a successful formula refuses to keep to it. One has only to look at the range of prolific series available at present to find many examples of the disastrous degeneration which takes place with continued repetition. So while one regrets the endless possibilities that will not be taken up, it is good that David Macaulay knows enough to stop before he gets stale.

The cover of David Macaulay's latest book to be published here on October 7 (Collins £2.95).

the function of illustration

He has been working on a project for turning *Cathedral* and *City* into animated films, but is presently deadlocked over the use of colour which he considers unnecessary. He is also excited about his first exhibition of drawings (especially those showing "great moments in architecture") scheduled for the late autumn.

Maybe a suitable text will come along, for he still protests he is not really a writer.

But it will have to be the right text, for he has decided views on the function of illustration. He does not subscribe to the popular opinion that all children's books should have pictures "to make them attractive". His view is that illustration should have a distinct function as an essential part of the book and, that if the text can stand by itself, then it should do so. He does not hold with the unnecessary picturing so beloved of modern children's books editors. Whatever Mr Macaulay does, however, one thing is certain, he is going to take time to sort out his ideas and let no one hustle him into a hastily conceived and ill-considered project.

Children Go Far With Collins Books

Alan Garner
THE STONE BOOK
Mary wanted a book, even though she couldn't read. But then her father showed her that stone can tell more stories than books. 'As well as being incredibly beautiful, moving . . . at key points utterly memorable . . .' Aidan Chambers October £1.95

Noel Streatfeild
FAR TO GO
A sequel to the much-loved Thursday's Child. October £2.95

JENNY WILLIAMS
FAVOURITE FAIRY TALES
A feast of tales chosen for their variety of period, costume and country. Enchantingly illustrated in full colour. October £2.95

Plantagenet Somerset Fry
2,000 YEARS OF BRITISH LIFE A Social History
The first social history of the various British peoples to be put together in one volume; a comprehensive and balanced survey of the four nations from the Romans to the present day. October £4.95

Judith Kerr
MOG'S CHRISTMAS
Mog, the forgetful cat, reacts in her own fashion to this extraordinary thing called Christmas. '. . . dry wit and unpretentious details make one long for more.' Junior Bookshelf review of the Forgetful Cat October £1.95

Michael Foreman
MONKEY AND THE THREE WIZARDS
A brilliant picture book interpretation of one episode from the Chinese epic Dear Monkey, with a new translation by Peter Harris. £3.50

THIS IS OUR WORLD
Text by Ann Currah
Foreword by James Burke
The Revolutionary Age
In the 20th Century
The latest titles in this unique encyclopedia series relating to the young reader's experience through a modern visual explanation. '— the kind of book a child might . . . finally truly learn from.' Times Educational Supplement £3.50 each

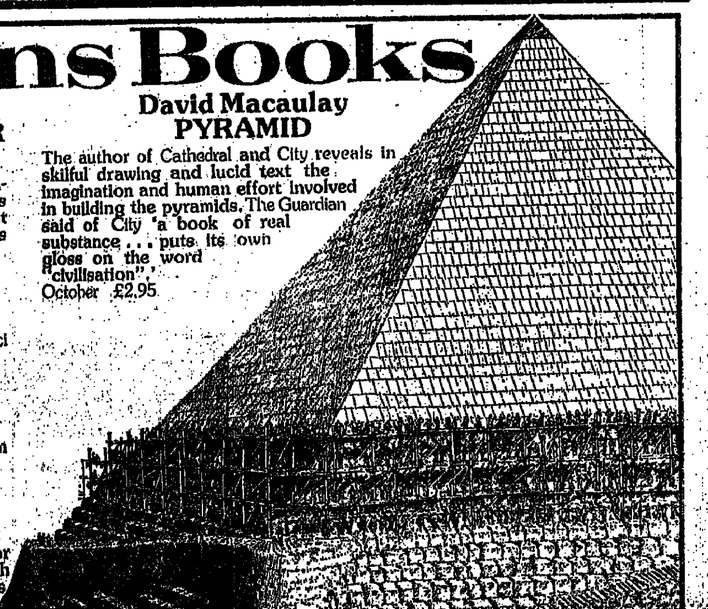
Richard Scarry
BEST COUNTING BOOK EVER
PICTURE DICTIONARY
Scarry's masterful touch make these serious learning books the most irresistible and fun introductions to words and numbers ever. Richard Scarry's Best Counting Book Ever, £1.95, Richard Scarry's Picture Dictionary, October £2.95

LEONARDO DA VINCI'S
FANTASTIC ANIMALS
A beautiful companion to Fables of Leonardo da Vinci with an introduction by Isabel Quigly. £3.95

Irene Haas
THE MAGGIE B
A delightful picture book about a little girl's dream ship and the wish that came true. £2.95

David L. Edwards
TODAY'S STORY OF JESUS
A magnificent, illustrated New Testament for children from the Good News Bible in Today's English Version, with linking text by Canon David Edwards. October £2.95

David Macaulay
PYRAMID
The author of Cathedral and City reveals in skilful drawing and lucid text the imagination and human effort involved in building the pyramids. The Guardian said of City 'a book of real substance . . . puts its own gloss on the word "civilisation".' October £2.95



Satomi Ichikawa
Friends
A ravishing picture book showing small children at play, by the author of A Child's Book of Seasons. £2.60

The Voice of Music
Robina Beckles Willson
A stimulating first guide to the world of music illustrated on nearly every page by Jeroo Roy. Foreword by Yehudi Menuhin. £4.50

Nina Beachcroft
A Spell of Sleep
An unusual and imaginative story with an exciting climax, by the author of Cold Christmas and Well Met by Witchlight £2.50

Joan Wyatt
Carrot Tops
Fifteen short stories for the very young about ordinary everyday things by a new and gifted storyteller. Illustrated in line by Sally Long. £2.60

Long Ago Children Books each £1.90
Ruth Marris
The Cornerstone
Elisabeth Kyle
The Key of the Castle
Jacynth Hope-Simpson
Vote for Victoria
Leon Garfield
The Boy and The Monkey (re-issue)

Heinemann Young Books

Sparkling new fiction

from the Grasshopper series:
'definitely worth buying and reading' *Child Education*

Yan and the Firemonsters
Sydney Paulden
The sequel to *Yan and the Gold Mountain Robbers*; serialized on *Jackanory*. This time, Yan is captured by primitive Klinn tribesmen before completing his dangerous mission. *£1.95 & 55p.* *Illustrated*

Prince of the Double Axe
Madeleine Polland
A little Cretan princess and a goatherd are captured and sold as slaves in Egypt in the days when girl slaves were thrown to the crocodiles to appease the river gods. *£1.75 & 50p.* *Illustrated*

The Night of the Goat
Margaret Greaves
Ginny found a little clay goat in the pasture, later identified as a votive offering to the pagan god Cernunnos. But the talisman still has its potency, and so begins an enchanted adventure. *£1.55 & 45p.* *Illustrated*

and to be published 23rd October:

The Witches of Barguzin
Kyra Petrovskaya Wayne
A dramatic novel set in 19th century peasant Russia, in which Vasily and Lubasha are accused of witchcraft by the superstitious villagers. *£2.95.* *Ages 12 plus*

Abelard

Orthodox heroes and heroines

Fiction for younger readers

For those parents and teachers who were beginning to fear that children's fiction was being taken over by fascist rabbits, robots, or science-fiction *shifts and changes*, the past few months have proved that there is still a reassuring number of traditional writers about.

Alison Jezard's *Albert Goes Trekking* (Collancz £1.95) is the latest *in the never-ending line of bear* books, and the tenth in the Albert series. Most seven-year-olds would find this heavy reading, but it is an excellent book for reading aloud to six-year-olds and upwards, particularly *if they live in the north-east* of England. Albert has affinities with Winnie the Pooh, in that he operates in a gang (with Henry, Digger, Tum-Tum, Augus, etc), but the language of the Albert books is closer to that of the Paddington series in its directness. In this latest adventure Albert visits Northumberland and provides a valuable lead-in or follow-up to a teaching topic on Hadrian's wall. Other venues visited include Wellington Hall, Lluhope Spout, Alnwick fair and Bamburgh castle.

The first two Mary Plain stories appeared in 1930, since when they have been reprinted 15 times, Routledge and Kegan Paul have now issued *The Mary Plain Omnibus* at £3.95. Mary Plain herself is one of nine bears whom Gwynedd Rae used to visit at Berne Zoo and her historical and geographical origins therefore seem more limiting than *those of Albert, Winnie the Pooh*, or Paddington. However, by chapter nine of *Mostly Mary* the author admits defeat, and Mary is travelling on a tram, like any other innocent ursine hero. Indeed, she becomes quite a fanatical traveller, visiting cinemas, zoos, dancing-classes, the Jubilee (Hurrah, King!), and even Uncle Mac at the BBC.

The stories are somewhat dated, both in vocabulary and in narrative pace, and the humour occasionally sounds like that of an Indulgent Aunt. Nevertheless, this is a good fistful of reading for the enthusiastic nine or 10 year old, and for the whimsical adult the full-page illustrations—with such captions as "The drive was most exciting" and "she chawed his leg"—provide a nostalgic reminder of those dreamy days between the wars.

The parental attitude towards punishment, in the bears' den, is not so indulgent. There is an old-fashioned unselfconsciousness about Big Wool's approach to misbehaviour:

"'I am not going to try and talk to you, as it does no good. I therefore intend whipping you.' 'I don't care', said Mary quickly, *In case Big Wool should think* she were frightened. 'Don't be rude, Mary, you need not speak, for I've no wish to listen to you. Come here.' And poor Mary went forward and found herself, the *next minute, lying across Big* Wool's knees and being well spanked by her stiff paw."

Such severity, and Mary a poor infant orphan!

But that was in the thirties; nowadays both parents and children know a thing or two. In Geraldine Kaye's *A Different Sort of Christmas* (Kaye and Ward £1.15) Angelica knows where babies come from:

"She knew where babies came from of course, and she knew where the baby doll had come from too. It had come from Mummy's magazine. Page twelve started 'Is jealousy your child's problem?' Angelica had read it too. Having a new doll was supposed to make you like the new baby more. But it didn't."

And it does not. By the fifth page Angelica has scribbled blue crayon over the new white cot, and Daddy and Mrs Penny look like having problems. But Angelica meets Minty, a not entirely convincing gypsy girl, whose mother is also in the maternity ward. This is partly a story about the controlled middle-class *child's encounter with her* "wild" counterpart and partly the story of how a child adapts to newcomers, of one kind or another. By the time Angelica has adapted to Minty's lawless character a new baby is child's play. "Gypsies changed you in the night", says Mrs Penny, on Christmas Day. "I think they did", says Angelica.

A Different Sort of Christmas is one of the latest additions to the Early Bird series of books by well-known authors, printed in large type. So, too, is *The Unicorn Drum*, by Annabel Farjeon (Kaye and Ward, £1.15). The night watchman, Haymo, is another anti-hero with problems. "Bright light made him blink and feel ashamed of his mooney face and big body. Children in the town sometimes called after him, 'Hi, clown!', which made him laugh and wave back." His landlady is neurotic about burglars, and when Haymo has to leave for work he has to climb down the *drainpipe*.

Haymo is a character. He talks to himself, the washing, or to Mincer the dog, and is given to philosophising and knitting. Theft is the story's subsidiary theme; a unicorn drum, *one of an expensive set*, is stolen from Monty's Music Factory, and Haymo gets the sack. Mr Monty's nephew, Gordon of the Smilers, ought to be a hero, but he knows more about all this than he should and Tom and Rene see our to put matters right. Which is a pity, because, otherwise we might have seen more of Mr Haymo.

Hamish Hamilton's Antelope series is similar to the Early Bird *set in format, length, and reading* difficulty, and the authors have to comply with an even tighter formula. The books, intended for the six to nine age-range have single close-knit plots and tend to assume a high degree of reading-competence. *Green Gold* by Eve Sutton (95p) is particularly testing for the young reader, since it is written in a simplified *Treasure Island* style, with a conscious use of poetic description, and moves towards a revelation/climax which younger readers may find unimpressive.

It is part of Miss Sutton's intention to capture the flavour of pioneering days in New Zealand, and Paul Wright's illustrations are a perfect, almost essential complement to the text, with some unsentimental sketches of outing-houses and some superb long views of ships off-shore. Perhaps the fact that the book is printed on recycled paper has prompted the publishers into such a generous allowance of illustration space; it was certainly worth it. The story is beautifully simple. Eleven-year-old Adam Sterling arrives in Auckland and goes to his Uncle's house. As a story that's all there is to it—no fantasy,

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Haunted forests and shores

Ralph Lavender on myths and legends

The Ordinary and the Fabulous: An Introduction to Myths Legends and Fairy Tales. By Elizabeth Cook.
Cambridge University Press £6.75. 521 20825 4. £2.95. 521 09961 7.

Penn's Encyclopedia of Myths and Legends: Ancient Near and Middle East, Ancient Greece and Rome. By Sheila Savill and Elizabeth Locke.
Pelham Books £5.50. 7207 0834 6.

When *The Ordinary and the Fabulous* appeared in 1969, it was welcomed by Margaret Meek in *The School Librarian* as "one of the most important books we have ever reviewed", making it clear that symbolic and fantastic tales were essential to literary experience.

In this second edition, at 350 per cent the price of the first, the main textual revision is the insertion of a chapter two (about stories for children from eight to 14) and a long paragraph about Ursula Synge's firmly powerful *Weland-Smith of the Gods*. This book is now added to the new short list, while points of the other new recommendations are referred to in the new preface. There is also a revision of the note drawing attention to the Hebraic inheritance enjoyed by the myths and legends we enjoy all about us.

The new preface is concerned to make three points, besides surveying new developments during the last decade in the areas of picture books and modern derivatives by people such as Alan Garner. In the first place, there is the argument that stories from immigrant cultures are being taught better than stories from our own: "Children need to feel that the forests and shores of their own continents are haunted, and that they themselves inherit the great symbols of European culture, even more than they need to picture the gods and goddesses who live in the rain forests of Burma and the sacred rivers of India."

The counter argument could be that, unless one has an equal acquaintance with both, it is that *much harder to apprehend the* common roots of humanity. In the second place there is a trenchant criticism of the disastrous effect the integrated day has had on the time spent telling stories to children. *This picture is certainly* confirmed by the tables in the second part of the Bullock Report, if one is prepared to go quarrying there. And, in the third place, the notion of relevance is attacked, because it has been *narrowed down* to a *belief* that children cannot deal with what is not relevant, and only the contemporary is relevant. This, of course, is placing an intolerable limitation on children's experience.

The new short list has been brought up to date, expanded, and redesigned. Besides the section on the myth and legend of the Old Testament, there are annotations in other new sections of many stories drawn from Eastern Europe and the Third World—the Near East, Africa, India, the Far East, the Antipodes and American-Indian and American-African. Another section on fairy-tale *ture books* contains no general warning that sometimes luxurious treatment reduces the stature of the story. The section on modern hybrids mentions C. S. Lewis and Tolkien, who were previously elsewhere, plus all the expected writers, including Ted Hughes—how *could The Iron Man* have received no mention in the first edition—or was it too late to be included? *The God Beneath the Sea* and his sequel are annotated in the *section* on Greek myths and legends, as well as being criticized in the new preface for being over-written and lacking in respect for the imperfunctility of the material; but the paperback editions are not mentioned.

For all this, the message of the first edition remains undiluted. One of the most revealing chapters there contained critical comparisons between various versions of particular tales. And it is still *just* as sharply clear that an understanding of myth, legend, and *fairy-tale, and a critical appreci*ation of their texts is crucial to the art of the storyteller and to the art of the educator. And because, as the author says, "fabulous stories illuminate the ordinary world", *experience of them is just as cru*cial to knowing the world.

Mr Gradgrind, of course, would not have agreed: "Facts alone are wanted in life. Plant nothing else, and root out everything else." Professor Parrinder quotes this gem in his foreword to the first volume of *Pears Encyclopedia of Myths and Legends*. By next autumn, there should be four volumes covering the myths and legends of the world: this one is a delight to handle, with plenty of photographs of pottery, sculpture, bas-reliefs, cylinder seals and papyrii, some in colour, mostly integrated with the text, but without any indications of scale. If all four books are priced at £5.50 this will be a remarkable achievement.

After the introduction which makes a debatable distinction between myth and legend, the two chapters about the myth and legend of the ancient Near and Middle East and ancient Greece and Rome follow a similar pattern. There is an overview of the historical, demographic, religious and cultural influences, together with archaeological references. Then the stories are given in bare outline,

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no hysterics, just an attempt at something near the truth. It would be a pity to spoil a child's appreciation of it by a premature encounter, and to avoid this it would be safer to use it mainly with nine year olds and over.

If *Green Gold* is something near the *truth, The Barley Sugar Ghosts*, by Hazel Townson (Hodder and Stoughton £2.20) is very far from it. This starts as an old-fashioned stolen treasure story, with a difference. The treasure, which Nell unwittingly sells to Black Logan for a pound, is a barley-sugar tin containing all Gran Porter's valuables. "Everyone knew Black Logan was a villain because he looked like one." But Black Logan turns out to be a blatant anti-villain, who really wanted the barley-sugar to counteract the effects of his disastrous suntan oil. On the other hand, "Harry Hobble was every inch a hero. You had only to look at his open, honest face, his hard-working hands and *the polish on his boots*." But Harry has stolen the gold presentation barley-sugar stick from Tom Sweet's factory, and the workers are out on strike. How, then, can we recognize a hero, if we see one? With difficulty, as the final chapter demonstrates.

In *The Year of The Blue Moon* by Lester Bidston (Blackie £2.95) the search for heroes may as well be abandoned. Incidents in this book are such as happen only once in a blue moon. As with *Albert Goes Trekking*, this is a book with a strong local appeal. Few Liverpool schoolchildren will fail to respond to chasing it up Upper Parliament Street (then left into Percy Street and double quick into Morpeth Street). The book consists of 12 separate stories, the tallness of which any Liverpool Irishman would be proud. Lester Bidston has succeeded in transplanting the traditional folk-tale into a modern urban setting, and the stories should appeal to anyone over seven.

But if all this reversal of roles and confusion of truth and fiction begins to sound too pretentious, read *The Floodmakers* by Elinor *Lyon (Hodder and Stoughton £2.60)*. As straight a mystery adventure story as you are likely to find, with orthodox children, an orthodox natural crisis, and an almost orthodox prodigal son. The unorthodox possibility of the prodigal son's arriving home too successful is skilfully avoided at the last minute. Orthodox heroes must be modest.

Geoff Tomlinson

Treasure in the Fog by Angela Bull. Collins £1.95. 00 184849 4
The Brownies Throw a Party. By Pamela Sykes. Hodder and Stoughton £1.80. 340 19970 9
Eight Children in Winter. By Anne-Cath. Vestly. Methuen £1.95. 416 75120 1
Four Eyes. By Roger Collinson. Methuen £2.50. 416 82620 2

Treasure in the fog is a short, simple adventure story set in Victorian London. The central characters, two brothers and two sisters, have been left at home in their expensive London house and decide to make a nuisance to the extent. After the show there are sure to be presented with a bag of treasure by a poor, bedraggled girl. A coach journey in thick fog, a large, officious policeman, an underground tunnel and a villainous butler each ship neatly and predictably into place as the plot rapidly unfolds. Edward, the elder brother, clings desperately to his new-found sense of authority and superiority and is helped along by an accumulation of weakly-contrived runs of fate and circumstance.

The Victorian setting and the upper-middle-class home are barely convincing but this hardly seems to matter; it is the brother-sister relationships and their handling of the fast-flowing events which are likely to sustain the reader's interest throughout the 80 or so pages.

The Brownies throw a party is Pamela Sykes's sixth book about Brownie Guides. The story touches gently on modern social problems when Tracy and Jane and their friends (ably led by Brown Owl) help some immigrant children who live in highrise flats to enjoy the recreational facilities of the local park. The girls' efforts culminate in a grand open-air party but a cloud hangs over the event in more ways than one. The probable rain is almost forgotten in the face of the graver threat of Trevor and his *gang of toughs arriving to cause* chaos. The day is saved by Brown Owl, fulfilling the Brownie Code to the letter and employing some elementary but very effective child psychology.

In a book about Brownies it is perhaps not surprising to find a number of "messages" of loyalty, duty, honesty, etc, as essential ingredients. The carefully observed detail of place and character gives the book a charm and appeal which is sure to reach well beyond the members of the Brownie Guide movement.

Two more titles from Methuen are *Eight Children in Winter* and *Four Eyes*. The first of these is translated from the Norwegian and is the *third about the Eight Children*. Each of the 17 chapters (several of which could be taken as self-contained stories) is filled with humour, excitement, suspense and drama as the eight brothers and sisters and their dog, Stoccopie, become involved in a varied series of adventures in their new home in the wood.

Most of the human centres on Grandmother and Uncle Matt, both delightfully drawn characters. Matt talks *into a tin* full of potatoes and Grandmother is terrorized by the newly installed telephone. The Christmas spirit is beautifully captured as each member of the family tries to work secretly at making gifts for the others. In such an eventful story with so many characters it is perhaps surprising that the author has managed to achieve such a convincing presentation of childhood emotions.

Four Eyes is a book which will appeal to older children, including those at the lower end of the secondary school. Unlike the other three books, this one concentrates closely on its one central character. Ronnie Wicks is a boy who is taunted and bullied at school and can find no way out of his unhappy situation until he meets six people who can give him the help and friendship he needs: the mildly eccentric Father Kenneth and the rough, young tomart girl, Chrystal. Through their encouragement and example, Ronnie finds new confidence and a way of overcoming his haunting fear of Spud, the school bully.

The familiar figure of the class victim will be readily recognized as will the finely observed mannerisms of the teacher. The final reconciliation of Ronnie with Spud may come as something of an anticlimax, but it remains totally convincing. Young readers will enjoy sharing in the strong emotions involved in the uncertainties of growing up which are so skilfully presented in this book.

All four books are illustrated in black and white, and Joanna Worth's drawings in *Treasure in the Fog* are particularly attractive.

Bill Nicholson

Understanding handicaps

Marion Glastonbury on books about blind and deaf children

***Sally Can't See.* By Polle Petersen.**
7136 1661 X.
Claire and Emma. By Diana Peter.
7136 1631 8.
Adam and Charles Black £1.50 each.

These attractive books use colour photographs with a simple commentary to depict the everyday life of a 12-year-old girl who is blind, and of deaf sisters aged four and two.

Both books are clearly and sensitively written, both give the reader a helpful preparation for meeting handicapped people, but the first writer has a much easier task than the second.

Blindness is readily imagined—you have only to show a black page or tell children to close their eyes. The experience of deafness, on the other hand, is inconceivable to those who have heard speech from birth. (Hence the discrepancy of public sympathy, offered to the blind and denied to the deaf.) You can describe a *silent world but you can*not articulate the idea of consciousness without language.

Nor can you convey the skills to be developed by training without complex explanations. I doubt if many children will grasp the intricacies of lip reading from this account: "Some of the sounds you make don't show on your lips. For example pen, Ben and men all look alike." By contrast, the presentation of Braille as a code is immediately intelligible to sighted readers. The children in these lively pictures run, jump, swim, eat, fight, dress up in idyllic surroundings, helped by loving friends. (No men are included—does this reflect a prevailing *absence of fathers and male* teachers?)

Fortunately, in these enlightened times we understand the care that handicapped children need in order to lead a full and satisfying life.

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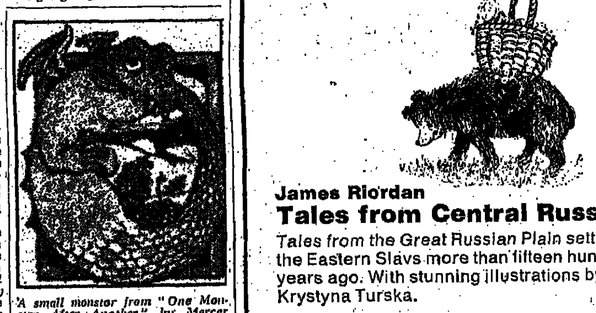
in long and perambulating sentences; about the only case in which the language expresses emotion is when the ghastly death of Heracles is being related. The book appears to be for reference, not for storytelling; but the categories in which the stories are arranged are not always immediately easy to handle. There is an excellent index and glossary of the characters and the stories. And finally, there is a bibliography, that quotes no children's books.

That this is a scholarly work of reference is confirmed by the language. For example, the Sumerian language is called "agglutinative"; the Egyptian religion is described as "essentially synchronistic"; and of Hephaestos, it is said that he may have been "the pantheogenous son of Hera". Although there is cross-referencing in this book, it is not clear how concordances between different volumes will be arranged: the only reference to a future volume is a comparison between the Hittite myth of Telepinus and Lemminkainen in the Finnish Kalevala; for both of them, honey serves to expel evil spirits.

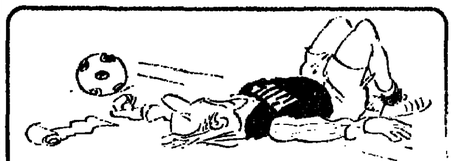
How, for example, will the reader be able to trace flood myths through all cultures? The stories are given much more fully than in the *Funk and Wagnalls Standard Dictionary of Folklore, Mythology and Legend*; and although the *Kaye Ward Encyclopedia of Myths and Legends* has fewer scholarly pretensions, the stories there are much better written. Finally, no typology is given, as in *A Dictionary of British Folk Tales* by M. Briggs.

Adults should read these books in *conjunction* with the consultative documents that lay down current Government policy for the blind and deaf. Where I live, the latest official statement acknowledges "a lack of essential day facilities and serious shortages in the remedial professions". Worse is to come. "Services to the group have suffered from a shortage of human and financial resources over many years and it will be difficult in the new situation, for local authorities which provide most of those services to maintain existing standards of provision."

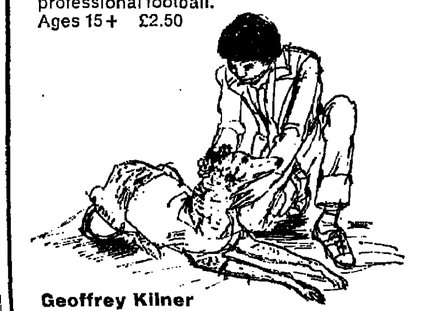
Yes, we know what Sally and Claire and Emma need—and we are not going to give it to them.



'A small monster from "One Monster After Another" by Marcer Mayer (Dent £2.50). The creatures are generally huge and owe a good deal to Sendak. A minimal text tells of their involvement in the delivery of a letter from one child to another.



Eamon Dunphy
Only a Game?
The Diary of a Professional Footballer
A tough and realistic view of the world of professional football.
Ages 15+ £2.50



Geoffrey Kilner
Jet, a Gift to the Family
A sensitive novel built around the excitement of greyhound racing, which skilfully reveals the problems and hopes of a West Indian family living in England.
Runner-up for the 1975 Kestrel/Guardian Competition
Ages 9+ £2.75

Brian Lee
Late Home
A collection of poems in which Brian Lee evocatively recreates many of the most important childhood emotions.
Ages 9+ £1.80

James Riordan
Tales from Central Russia
Tales from the Great Russian Plain settled by the Eastern Slavs more than fifteen hundred years ago. With stunning illustrations by Krystyna Turska.

Kestrel Books

Children's Books from Hodder & Stoughton

The Hill of the Fairy Calf

Charles Causley
£2.50 net

The legend of Knockshegowna told in rhyme and in pictures

A milestone in poetry for children. For the first time, the renowned Cornish poet has an original, short narrative poem presented in a picture book - something he has long wanted.

Roger Hargreaves

the *Mr Men* man

Count Worm

£2.10 net

A first counting book, featuring an aristocratic worm, who helps a little boy to learn his numbers by twisting himself into the numbers and showing what they mean – one nose, two feet, three trees, and so on. Clear, simple, colourful pictures, complemented by clear, simple text with a touch of humour.

ANYA SETON

SMOULDERING FIRES
£2.80 net

Anya Seton, a superb historical novelist, writes a novel for young adults; set in present-day America but with its roots in the past: a powerful novel of an obsession.

The lost boy

Frances Leigh
£2.80 net

Set in Indonesia, a girl is confronted by a little boy who may or may not be her brother!

'Using to great advantage an exotic setting, Frances Leigh has produced an ingenious and touching family mystery.' Margery Fisher, *Sunday Times*.

Gull Man's Glory

Diana Moorhead
£2.60 net

A vivid fantasy about a boy who is a gull-herd (with wings) and who rebels against the lords of his country and the lowly status of his 'gull-people'.

Eight Days at Guara

Anne Farrell
£2.95 net

With their parents away on the mainland, the Mitchell children have to cope with the running of the dairy farm in Tasmania. This is a cow story as well as being a pony story.

In love with freedom

Jessica Saraga on historical fiction

The Leaping Song. By Stephanie Plowman.
Bodley Head £3.50. 370 11014 5.

A Place Called Marathon. By John McNair.
Rex Collings £3.95. 86036 008 3.

Fly Away Home. By Christine Nostlinger.
Abelard-Schuman £2.95. 200 72413 4.

Marathon . . . Thermopylae . . . Salamis . . . to anyone once fired by the fever of Ancient Greece the names themselves are enough to set the pulse racing again. The stories behind these heroic events have a romantic appeal as immediate today as it was to Herodotus. The theme is of defiant and steadfast resistance to foreign dictatorship, of refusal to sacrifice freedom and individualism no matter what the cost; and it awakes a later echo in twentieth-century Europe struggling under Hitler's rule.

These three novels for children or "new adults" have a common concern: *The Leaping Song* and *A Place Called Marathon* take us back to the 490s BC, *Fly Away Home* only to 1945, but the indomitable spirit of the Spartans, Athenians and Plataeans lives again in Christel, the nine-year-old Viennese girl who will not be conquered.

The Persian attempt to conquer Greece spanned several years and many thousands of miles. Miss Plowman takes Athens as her standpoint, and scans the whole scene. The link in her narrative is her central character, Theron, a young Athenian who somehow plays a part in every significant political event that occurs. The pace of his involvements, both Persian and personal, is breathtaking. Could anyone possibly have known Aeschylus, been the confidant of Themistocles, travelled as a spy to the court of Xerxes, cradled the dying Marathon runner Pheidippides in his arms, consulted the Delphic oracle for Athens, fought alongside Leonidas at Thermopylae *and* commanded a trireme at Salamis? Theron, not Pheidippides, should have died of exhaustion.

However, such is the atmosphere and conviction of the book that, like the White Queen, you can believe six impossible things before breakfast. For *The Leaping Song* has a truly epic quality which is entirely in keeping with its subject-matter. In evocative, sometimes almost Byronic language, we are transported back to a parched, sun-baked country where sheep scratch a living on the hillsides, and men tending vines or olives take time off to argue politics in the market-places in the heat of the afternoon. The author's depth of feeling for Athens and the Athenians, who "were in love with freedom", adds to the strength of her book. It is easy to fall in love with Athens – the well-bred English, nurtured on the classics, were doing it in the eighteenth century and are doing it still. Perhaps the view presented here of Athens in general and Themistocles in particular is rather romanticized, but it is a pity if the past is not allowed sometimes to be romantic.

Lord McNair's approach is romantic, too. He tells the story not 'on the large scale, but from the inside looking out. His scene is Plataea, the tiny, backward, isolated, inland mini-democracy, too small to merit the name of city-state, which nevertheless rallied to the defence of Greece, fought with the Athenians at Marathon, and was ultimately the scene of the battle which put the Persians to rout. Little Plataea, loyal Plataea, gets caught up in the action and the preoccupations of the Plataean family about which this story is told become interwoven with the concerns of Greece. The climax of the book is Marathon itself, where the fate of the boy hero Timon suggests a scenario to tie in with one of the more poignant discoveries made on the site of the battle in 1970. *A Place called Marathon* necessarily lacks something of the grandeur of *The Leaping Song*'s panoramic view, and perhaps also something of its poetry, but it is simply and charmingly told, and is no less faithful to what we imagine to be the authentic atmosphere of ancient Greece.

Xerxes was possibly no less a tyrant than Hitler, but Persian autocracy had less dangerous resources at its disposal than did National Socialism. Memories of Hitler's Europe, too, are still vivid, and so bombed Vienna seems more horrific and more squalid than the Acropolis in flames. Among the horror and the squalor, though, life and youth were still vital.

Christine Nöstlinger bases her story, really a collection of anecdotes, on incidents of her own childhood. Her background is Vienna from the departure and discredit of the Germans to the departure of the Russian "liberators", though the Russian occupation army is still to come. The little Christel epitomizes the rather bewildered resilience of the Viennese and is herself a walking example of survival technique. Refusing to submit to authority, either parental or Russian, she manages somehow, with billeted Russian soldiers in the bedrooms and road-blocks at every corner, to do what she wants to do, and go where she wants to go. Events have overtaken her, but her assertive individuality and wayward nine-year-old will overcome them, wild but unbroken.

A long iron fence

Andrew Salkey on James Baldwin's book for children

Little Man, Little Man. By James Baldwin. Illustrated by Yoran Cazac.
Michael Joseph £2.95. 7181 1374 8.

James Baldwin's first book for children, *Little Man, Little Man*, is an excellent story of childhood in the streets of New York. TJ is a tiddly little thing, WT, TJ's caring sidekick, is a latch-key case, and Blinky wears unattractively thick lenses, and does not like being a girl.

Then there is the tight knot of neighbours, grown-ups like the mysterious Miss Beanpole, a recluse who hardly ever talks to anybody and lives in a front room which she keeps locked and bolted, day and night; and Mr Man, a quiet, slow-moving music freak, and his wife, Miss Lee, who is beautiful but curiously sad about something in her past.

Only TJ's mother and father seem problem-free and workaday. But strangest of all—and even menacing—is the working-class district of New York where they all live.

TJ is a compulsive ball-bouncer and so little that WT, Blinky and everybody else along the street feel they have to take care of him while his parents are out at work. He earns a few cents a day from the errands he runs for Miss Beanpole, Mr Man and Miss Lee. He shares his pipe with WT and Blinky who quite often have to accompany him on his trips down the long block to Seventh Avenue, where "They done torn down all the buildings. Don't nobody know where all the people used to live there moved. It look like winter, far as the eye can see. There a long iron fence all along the avenue. There a sign on the fence that say, *This property belong to So-and-So and they going to build something on it when they get ready.*"

A small tragedy occurs when WT gets badly cut by a bottle thrown from the top of the house in which Mr Man and Miss Lee live. He is tended expertly by Miss Lee who seems to know a lot about nursing, and, as a result, WT, TJ and Blinky discover the secret of the beautiful Miss Lee's sadness: her marriage to Mr Man had, unfortunately, put an end to her nursing which she was happy doing.

In the end, in order to help WT and Miss Lee forget their blues and bring Miss Lee and Mr Man back together again, TJ and Blinky "... do something to the music to make Mr Man laugh. Then, Miss Lee laugh, and Mr Man put one arm round her shoulder. WT still just lying there, and watching. But then, TJ think *Shucks*, and he start into doing his African strut and WT just crack up."

As we've come to expect from both James Baldwin's novels and his books of essays, *Little Man, Little Man* also depicts with penetrating understanding and compassion the harrowing dislocation, almost to the point of *dementia*, in the lives of black people in New York and in urban situations throughout America. The book is imaginatively (though here and there, a touch too dramatically), illustrated by Yoran Cazac.

Giles Worming, king

Edward Blishen on Tolkien

The Father Christmas Letters. Father Giles of Ham. By J. R. R. Tolkien.
Allen and Unwin. £2.50 each.

Every Christmas for 20 years Tolkien, qua Father Christmas, sent illustrated letters to his children from a North Pole that was not politically, even if it was geographically, unconnected with Middle Earth. (He suggests a typically unnerving touch—that it was once somewhere else.) The population started thin, largely PC and a mischievous North Polar Bear, but it swelled very quickly, absorbing Snow-Elves, Red Gnomes, Snowmen ("snowmen made of snow"), and, of course, Goblins.

A neat definition of Goblins is provided: they "seem to us very much what rats are to you, only worse". In 1932 and 1933 they went nastily into action, selling like engine whistles. They had been dormant since 1852, but were beaten back (partly with sheets made of sparklers). They returned in human wartime, when FC's kindly task had already become difficult ("Half the world seems in the wrong place"). So comedy and menace run side by side.

There's an alphabet, of course, reconstructed from goblin scribbles on the walls of their northern caves. For Tolkien fans, interesting marginalia: they will note with interest one scornful exclamation: "You need not believe any pictures you see of me in aeroplanes or motors." For children, an entertainment as rich (and splendidly hand-made) as it must have been for its original audience, poring over these letters written in a carefully shaky hand ("1925 years old").

It's good to have a new, reset *Father Giles of Ham*, handsomely embellished (mock-mediaeval) by Pauline Baynes. Here fun does suddenly take second place. Under much of the goblin-talk there lies, as there usually does in Tolkien, a sensible Farmer Giles taking the road to fortune when his fields and animals are threatened, and, to the giant, the miscellaneous metal that strikes him is nothing but dragonflies: he reports that knights (and men themselves) seem to have vanished from the world of men. "So knights are mythical", say the younger and less experienced dragons. Foolish of them: for Farmer Giles has been presented by a condescending King with what appears a plain dull sword, but is in fact the great Tailbiter.

It is not long before Farmer Giles is, to his own matter-of-fact surprise, master of them all. "A man who has a large and imperial dragon shovelling before him may be excused if he feels somewhat uplifted." He becomes a jovial king, crowned as Aegidius Draconarius, but more often known as Giles Worming—because naturally, under a king of this unpretentious sort, "the vulgar tongue came into fashion . . . and none of his speeches were in the Book-Latin". His was fortunate in his treasurer, the Queen, Agatha, a large woman. "There is no getting round Queen Agatha—at least it was a long walk."

If only the author of *Beowulf* had left behind a similar comic story or two!

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Tellyspeak

Robert Fox on contemporary fiction

The Demon Bike Rider. By Robert Leeson.
Collins £1.95. 00 184163 7.

Hugo Takes Off. By Richard Parker.
Hodder and Stoughton £2.60. 340 19633 5.

The TV Kid. By Betsy Byars.
Bodley Head £2.25. 370 11018 8.

Getting Something on Maggie Marmelstein. By Marjorie Sharmat.
Abelard 45p. 200 72251 14.

It is surprising how uneasily modern children's fiction takes to the conventions of the mass media, particularly television. There are two distinct approaches: the awful warning that television and all its cultural works will lead to minds soggier than the most sun-soaked breakfast cereal, and moral decadence beyond anything offered by the cities of the plain, or, the writer tries to beat the box at its own game by offering fancier, more exciting and probably more slopily constructed material than it can. Most children's authors seem incapable of handling the new modes of speech, now almost as patois, with anything approaching conviction.

The Demon Bike Rider is a straightforward mystery story for younger readers. Robert Leeson's four heroes, Mike, Sandra, Andy and Ranji, live in the wholesome north country town, Bugletown where their headquarters is a rickety oak tree on a piece of open heath called the Bonk. A ghostly figure has been seen on the Bonk at night and there are tales that malevolent forces want to redevelop the land and pull down the old oak and a nearby cottage. In the end no one turns out to have been a real villain; the development is stopped because the cottage appears to be Elizabethan and so worthy of a preservation order. Apart from the unlikely course of events and the artificial handling of physical settings and characters, the narrative falls apart whenever it invokes the muse of tellyspeak. We have the principal hero, Mike, behaving like a regular Frank Cannon, or like Muhammad Ali; and the author gives his age away when one of the children reflects that the ghostly figure is no Kenneth McKellar in his singing. Probably no one under 25 in this country would know who the television Scotsman is now.

Hugo takes Off by Richard Parker is about a 14-year old boy's attempts to save his parents' collapsing marriage—good soap opera material, particularly with a father working for a multinational and a mother too absorbed with her television column for a Fleet Street daily to get on with the cooking and mending. Hugo's ruse is to pretend that he has been kidnapped; ergo his parents will be so worried that they do not have time to think further about cutting each other's throats. Hugo runs away to the family's seaside caravan, considering this the last place the search party will discover —which proves he is simple as well as barmy. Here in a moment of mild paranoia he thinks a stranger is really about to kidnap him, but the stranger is none other than a newspaper colleague of mum's. With all the mechanical skill of an Archer's script Hugo goes home, mum gives up the television column in favour of the film critician so she can do the darning in the evenings, and dad, beyond the pale in matrimonial matters anyway, goes off to Germany.

At one point the author shows some signs of handling the confused emotions of an adolescent with skill. Hugo's wanderings in the real world and his fantasies are clearly indicated at first, but so many of this musings are in the vein of the children's adventure story of several decades ago. At 14 he must be pubescent, unless he should be consulting mother of his mum's colleagues on the medical page. Yet we are told he is still saving his pocket money for roller skates and his head is full of "Famous Five," notions such as "at all costs he must keep his head" and "the fresh morning air met him like a friendly welcome".

The two American books are much happier in the world of the television sodden child. *The TV Kid* by Betsy Byars has the evangelical zeal of a Baptist sermon. It is the story of Lennie's conversion from the subterranean gloom of television to real life. He lives in a motel run by his mother (his dad has been left way back on the trail, no one knows quite where) and sensibly prefers television to almost anything in his dreary backlot existence, certainly to his science homework. His plight on the road to Damascus turns out to be a rattlesnake which bites Lennie as he is snooping in some holiday homes across the lake. He is picked up in time by a friendly cop and, recovering in hospital, makes his discovery that real people are more fun than the shadows of the magic tube. Put though the plot certainly is, the author shows real understanding in her portrayal of the boy's obsession with television programmes and commercials, and most surprising is the power with which she portrays a child's reaction to the pain and physical distortion of a leg infused with snake venom.

Some of the same quality is shown in Marjorie Sharmat's *Getting Something on Maggie Marmelstein*, in the Gregor Mendel paperback series. Maggie M is the class know-all in a New York grade school, and Thaddeus Gideon Smith the Fifth plans to do her down. Her mother is a wizard cook and he helps her produce a wonder bread-pudding: Maggie finds out and threatens to blow the whistle on him as a "sissy cook", hence the need to get something on her as advertised in the title.

In order to keep tabs on her he volunteers to take the part of the frog in their "Princess and the Frog" end of term play; M.M., as she is now known, logically has the other title role. After some neat twists to the play within the play theme, everyone ends up not hating one another too much and a good party is had by all in the school gym.

Often enough the book is sentimental and twee, but the author shows some real understanding of how a child of this age thinks, speaks and reacts to his neighbours and enemies. The plot is handled with great delicacy and the two crisis points, the making of the pudding and the performance of the play, are judged precisely. The narration of Thaddeus Gideon Smith the Fifth's story has more than a faint echo of a younger more modern version of Holden Caulfield's in *The Catcher in the Rye*. Quite apart from the price (less than a quarter of the others) it is easily the best-buy of this quartet.

Marjorie Sharmat's skill appears to be that she realizes that the idioms of television are something you make yourself and not to be feared like George Orwell's paranoid vision of "Newspeak" created by an alien totalitarian power. Miss Sharmat's husband, Ben Shecter, who pencils some pleasant illustrations for the book, is a television and stage designer. Their book seems to suggest that if you don't like the way modern culture is going, its betterment lies in your own hands.

Realism—poetic and historical

Lesley Lancaster

Gull Man's Glory. By Diana Moorhead.
Hodder and Stoughton £2.60. 340 20552 0.

Sunset and Morning Star. By David Stevens.
Abelard £2.95. 200 72448 7.

The Stained Glass Window. By Penelope Lively.
Abelard £1.25 and 35p. 200 72264 6.

There is a feeling abroad that it is time for man to reassess his position in the living world, and needless to say, this tendency is reflected in children's fiction.

It is certainly central to the futuristic *Gull Man's Glory*, which relates how, after a series of terrible wars lasting for centuries, the world has become "sane again". Yet, ironically, power still resides in the hands of feudal lords who are sustained in their castles by servants and retainers. The main protagonists of the book—the accidental result of genetic experimentation—are a species of winged humans called "gull-herds", whose task it is to tend large flocks of gulls which have survived poisonous sprays unleashed during the wars. The gulls now provide essential food and fertilizer and are therefore crucial for survival. Yet, the gull-herds are treated as mere servants both by the lords and by the "roundlings", humans who have not developed wings.

A young gull-herd rebels against this inequitable system and in the ensuing conflict, as is inevitably the case in this kind of allegory, good triumphs over evil. The status quo is thus restored and the new leader (shades of matriarchal symbolism?) is a kindly female lord. The wheel has turned full circle; yet, nothing has been fundamentally changed. Unfortunately, fantasy and social realism are not happily united in this muddled fiction—nor are the moral and political premises logically or realistically developed.

Sunset and Morning Star is another attempt at allegory. In David Stevens's world, the "isms" do all the work while the "fazzies" gorge and govern. Predictably, one of the less subservient "isms" resists and, in the ensuing confrontation, the forces of light once more master the powers of darkness. The book is permeated by an over-developed sense of the macabre—nightmarish tiles reducing a man to a state of delirium; Tiddeley, the young hero, cutting his way through the fleshy walls of a palace which is itself a living organism; a forest which quite literally destroys itself, tree tearing tree asunder.

All this conforms to the new poetic realism, pioneered by such writers as Alan Garner, but here, in the hands of a less expert practitioner, it too often borders on the gratuitously violent and self-indulgent. Primeval and horrific images have their place, of course, and there is no reason why children should be protected from depictions of what is in any case probably present in their own subconscious. But Mr Stevens's ideas are not evidently related to the inner life of the typical adolescent reader.

A genuine realism does, however, permeate Penelope Lively's love story, *The Stained Glass Window*. In a remote and ancient church, a girl sees a coloured window depicting on one side a knight in armour against a desert, and, on the other, a lady in blue beside a river. The figures seem to move—and the story unfolds. The knight is forced to leave his lady to go on a crusade. Several years later he is seriously wounded and taken to a castle in the desert to await his death. But his wife speaks to him in a vision, beseeching him to return. He recovers and reaches home in time to prevent his lady's remarriage to a landless knight.

Authors of this kind of romance invariably subscribe to an idealized view of everyday life in the eleventh and twelfth centuries. But Mr Lively has kept within the known historical record, emphasizing the lack of personal freedom and the prevalence of famine, disease and cold. Against an authentic background of this kind her story transcends the category of "historical romance" and becomes both memorable and moving.

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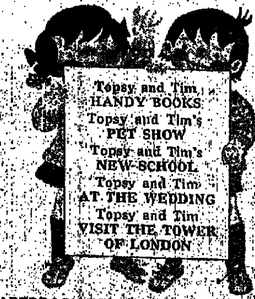

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BLACKIE BISHOPBRIGGS, GLASGOW

In the picture

It is amazing, given the means of publishers and the cost of colour printing, how many expensive, lavishly illustrated, good, bad and just repetitive books for young children are still appearing. And it is just as well; without the quantity, you might never get books of the quality of *The Mouse and the Magician* (Andre Deutsch £2.25).

Faith Jaques's pictures are almost as strong and interesting in black-and white as they are in colour. And Eric Houghton's story about the benign but tetchy magician who thought a mouse crashing about in the night was a robber, deliberated just what spell to put on him, and finally decided to render him harmless by turning him into a mouse, is one of the rare ones that works at all levels, from very young children to adults.

One good thing about it is that any moral is left nicely ambiguous. There seems to be a spate of books these days designed, as Whirlybird books explicitly says, to "help little children with their problems". The two new Whirlybirds (published by Kaye and Ward at 85p each) are supposed to sell the idea of baths and injections to reluctant toddlers.

Milly Mouse's Measles by Joan Cass is a better try than *Baby Bear's Bath*—which seems to imply that baths are a good reason for running away from home. The pictures are quite appealing, but the stories are about as interesting as any other heavy propaganda. The propaganda in the new Barbupapa is more adult —pure Plowden report, in fact. At *Barbapapa's School*, by Annette Tison and Talus Taylor (Warne £1.95), subjects are "taught in practical and amusing ways". Parents who thought their awful children needed a sound thrashing are convinced by results, and the terrorized teacher from the old school (a nicely illustrated William Tyndale of the formal sector) comes back to teach maths. The text verges on educanto, but the pictures save the day. Barbapapa arouses peculiarly strong emotions—people like him or hate him. This one won't convert anyone, but it's fine for fans.

More, and more subtle, propaganda in Tumasin Cole's *Fourteen Rats and a Rat-Catcher* (A. and C. Black £1.95). Left hand pages tell the story of the sweet old lady with a nasty family of rats in her house, right hand pages the story of the nice family of rats with a horrid old lady living above them. An initial reaction—aren't children even allowed to dislike rats these days?—was quickly stifled by the way the author pulls it off. This is a good book for beginners, with its three short lines of big print on every page, and amusing detailed pictures.

A much simpler, but equally attractive, book for even younger children who want to start pretending to read by themselves—is *The Chick and the Duckling* by Mirra Ginsburg (Puffin 50p). It's in the old and successful litany form—"Mo Too", says the chick to everything the duckling does, until the duckling goes for a swim. The very few words (good big print again) are cleverly amplified by the Aruego's pictures, so the repetition is funny, not boring.

Pictures take over completely in *Lucy and Tom at the Seaside* by Shirley Hughes (Gollancz £2.50) and *The Sea Lion and the Stick* by Don Freeman (World's Work £2.40). Both are examples of the movement to extreme naturalism in picture books. Although the pictures are attractive and strong on detail, Lucy and Tom have a pretty uninteresting day at the sea. Don Freeman's pale watercolours of sea lions, sea and oil rigs are all very beautiful—but all too wishy-washy to do much for the dull text.

Virginia Makins

The production of children's picture books has developed into quite an industry. It is interesting to see that, in this mixed sample, the success of the industry has, on the whole, resulted in a greater concern to speak the language of children rather than the reverse.

Paddy Pork's Holiday (Macmillan £1.50) is the latest in John S. Goodall's series of books without any words. Thirty-two pages, plus 14 half pages in between, give a nice effect of "now you see it, now you don't". The pictures are post Beatrix Potter, and bland almost to the point of innocuousness, but the wordless format offsets this by ensuring that things do happen. It has obviously been carefully thought out; and would appeal to children from three to six years of age.

Another small book is *Noisy Nora* (Collins, £1.75), described by the publicity material as being "about the problems of being the 'middle child'", which gives you a clue. The pictures are deftly humorous, but I cannot help feeling that Rosemary Wells writes with an adult's humour, and that the whole point of the book is an adult point, conceived too much in the intellect, and not a child's at all. For middle siblings from four to seven.

A good contrast is *Gertrude the Goose who Forgot* (World's Work £2.40), where the author Joanna Galdone has captured the language of young children from two to five most successfully. Gertrude is searching for her front door key:

"Oh ginder, oh gander, how silly of me,
Now I know what I did with that
silly old key.
I should have it back in a
minute from now,
'Cause I left it next door with
Big Bossie the Cow."

Well, she did not, but she gets her bonnet back, which she did not know she had left.

"Oh ginder, oh gander, how silly of me,
Now I know where I left that
silly old key.
It's right over there at the pad-
dock of course,
Where I ate golden grain with
Rushmore the Horse".

But it is not—she gets her shawl back, which she had left there, and so on: the key of course is where it should be. Joanna Galdone is the daughter of Paul Galdone, who illustrates the book in his accustomed style with humour, colour, and a hint of patronage. Despite a casualness of execution in both words and pictures, Joanna Galdone in her first book has created a vivid and endearing character, and constructed a tale in a rhythmically repetitious style that is admirably in tune with her readers.

Another endearing book for a similar age range is *Pig*, by Steve Augarde (Deutsch £1.95). Neatly, but not obtrusively symbolic, and simple in feeling and incident, it tells the story of how the pig on the farm find out what special job is.

At £2.95, *Apple Pigs* (£, by Ruth Orbach, is more exp than *Pig* and it is difficult t this book an other than a duct" of the children's boo dustry. It is a nice enough gently humorous, about a bra when lovingly tended pigs tons and tons of apples, and a page at the back which tells how to make an apple pig, but too slight to lift itself out of commercial ruck.

Mathes

Children's first books consist entirely of pictures, usually accompanied by an adult's narrative description. The next stage is a story to amplify the pictures, as reading material for the p or teacher and then as an exte with luck increasingly pleasure for the child alone.

In the first and second p especially, it is important to the interest of the adult as well the child. A favourite story can be demanded time and time a and an enthusiastic delivery is likely to inspire a desire to than a drooling, dutiful one. *Princess and Froggie* (by Ba and Kuethe Zemach, picture Margot Zemach, Hamish Hamilton £2.50) consists of three nice stories intended for the small children, but, although the lang is simple, there is an elemen humour which should draw the and child together.

Here is a little girl, no roma princess, not even a charm muppet, but a lumpy little with straight hair and no shoes. She befriends a frog w doesn't turn into a prince he rescues her ball from the p but is rewarded instead with a pop. This is a frog partial to t frog. The little girl's daddy is king, it's true, but when h regalia he is liable to be tra by a bird which likes to roost on bald pate. But, although the can be appreciated by the reas there is no sense of an adult c spiracy against the child. The link and wash illustrations addr themselves, in their straightfor ness and lack of sentimentali directly to the child. The only n note is introduced by the price.

Aunt Isabella's Umbrella by S son Winn, illustrated by Chr Ambrus (Hodder and Stough 80p and Colour Knight 50p) is an of the Stopping Stones series now with for children who are startin to read and for those still bein read to. The story concerns a litt girl who borrows her great-aun precious umbrella (the old woma is a brolly minor) and returns it damaged by weather and ungrate people, to its owner, who has mended and is promptly carried away by a gust of wind. The illu trations are brilliantly coloured an full of movement, but there are some quite grown-up jokes in them: the umbrella-mender has a fa marked "spare ribs"; two wom wearing identical capes glower at each other as they pass in the street. The story's ending seems a little arbitrary, but early readers should find the book attractive.

Heather Neal

An Extra devoted to children's information books will be published on October 22, to coincide with the TES Information Book Award.

Many of the illustrations in "King Orville and the Bullfrogs", by Kathleen Abell, illustrated by Errol Le Cain (Faber, £2.35, published September 13), are more whimsical than this one. Pigs, white-faced courtiers flow across the pages in pastel costumes. A lively pro-ss style pays attention to rhythm and jokes depend on rhyme in a story which combines humour, fantasy and romance.

PRIMARY
Deputy Headships
continued from page 31

BARNET

BRADFORD (City of)
METROPOLITAN COUNCIL
ST. NICHOLAS R.C. PRIMARY SCHOOL
Clifford Street, Bradford 7.
DEPUTY HEAD required for January, 1977, or earlier if possible. Salary scale as for Deputy Heads of similar sized schools.
Social Priority Allowance payable.
Further details may be obtained from the Head Teacher. Tel. 44-43.
Application forms may be obtained from the Staffing and Training Section, Room 1, Central Buildings, Bradford 7. Tel. 23456, ext. 2167, quoting reference number 1756, and should be returned to the Director of Education, Room 1, Central Buildings, Bradford 7, by September, 1976.
Reference ET 31/976/TL

BUCKINGHAMSHIRE
MILTON KEYNES AREA
PENNYLANE COUNTY COMBINED SCHOOL
Newport Pagnell
(Age Range 5 to 12)
HEAD of Middle School Department required for January, 1977, or earlier if possible. Salary Group 4 (Group 7 Scale). This is a new purpose-built school for 420 children and the post will be available from January, 1977. Heads of Infant and Junior and modern methods essential. Social Priority Allowance payable.
Subject to the County Council's resolution removal expenses up to £250 and temporary housing allowance will be payable.
Application forms obtainable from the Divisional Education Officer, Wolverton House, Stratford Road, Wolverton, Bucks. MK12 5NY. Please enclose a stamped addressed foolscap envelope.

CAMBRIDGESHIRE
CAMBRIDGE AREA
ST. EDWARD'S R.C. (A) PRIMARY SCHOOL
Cambridge
Applications are invited for the post of DEPUTY HEAD TEACHER, Group 5 or into Aided Roman Catholic Primary School.
Application forms and further details may be obtained from the Headteacher, Miss Hall, Cambridge. Tel. 51307. Closing date 30th September, 1976.

CAMBRIDGESHIRE
HUNTINGDON AREA
HARVEY SUNNING INFANTS' SCHOOL
19th Street, Ramsey
Required January, 1977.
DEPUTY HEAD TEACHER for this Group 4 post.
Consideration will be given to applicants requiring removal expenses.
Application forms and further information available from the Senior Area Education Officer, Pathfinder House, Huntingdon, on receipt of stamped addressed envelope. Completed application forms should be returned by 24 September, 1976.

DERBYSHIRE
COUNTY COUNCIL
SOUTH WINGFIELD PRIMARY SCHOOL
Church Lane, South Wingfield
Derby. DE4 2HJ
Number on Roll 305
DEPUTY HEAD
Group 5
Responsibility for Infants.
Ability to play the piano an advantage.
Application forms to be obtained from and returned to the Headmaster.

DERBYSHIRE
COUNTY COUNCIL
BORROWASH ASHBROOK JUNIOR SCHOOL
Victoria Avenue, Borrowash
nr. Derby. DE7 3JJ
Number on Roll 430
DEPUTY HEAD
Group 5
Application forms and further details to be obtained from and returned to the Headmistress.

DEVON
NORTHAM ST. GEORGE'S C. OF E. (AIDED) INFANTS' SCHOOL
(Roll 160)
Trotts
Recently opened school of interesting design.
DEPUTY HEAD TEACHER required.
Application forms (stamped addressed envelope foolscap) obtainable from Head Teacher forthwith or by 24th September.

DONCASTER
EDUCATION COMMITTEE
BENTLEY NEW VILLAGE FIRST SCHOOL
Asquith Road, Bentley,
Doncaster DN5 0NU.
Telephone: Doncaster 54388
Required for January, 1977, or earlier if possible:
DEPUTY HEAD, Group 5.
Applications are invited from suitably qualified candidates for the post of DEPUTY HEAD in the above School, Group 5 School.
Further details obtainable from the Head of the above School.
Application forms available from the Director of Education, Primrogate, Doncaster, to whom they should be returned as soon as possible.

DONCASTER
EDUCATION COMMITTEE
HIGH ELLERS COUNTY PRIMARY SCHOOL
Bessacarr
Doncaster DN4 6SD
Telephone: Doncaster 53677
Required for January, 1977
DEPUTY HEAD (Group 5)
Applications are invited from suitably qualified candidates for the above Group 5 post.
Closing date 7th September, 1976.
Application forms available from: The Director of Education, Primrogate, Doncaster, to whom they should be returned as soon as possible.

DONCASTER
EDUCATION COMMITTEE
THORNE ST. NICHOLAS CATHOLIC PRIMARY SCHOOL
Kirton Lane, Thorne
Doncaster DN8 5AB
Telephone: Thorne 812345
Required for January, 1977
DEPUTY HEAD
Applications are invited from suitably qualified candidates for the above Group 5 post.
Closing date 7th September, 1976.
Application forms available from: The Director of Education, Primrogate, Doncaster, to whom they should be returned as soon as possible.

DORSET
ST. ANTHONY'S R.C. VOLUNTARY AIDED PRIMARY SCHOOL
Dorford Road, Christchurch
Lighthorne
BH23 2HN
Required January, 1977, DEPUTY HEAD TEACHER for this 1½ to 11 Catholic Primary School.
Salary Group 4 (Group 7 Scale).
Application forms and further particulars from the Secretary to the Governors, Miss Lewis, at the above address. Closing date 24th September, 1976.

EALING
London Borough of)
EDUCATION SERVICE
LADYBRIDGE JUNIOR SCHOOL
Ladybridge Road, Southall
Middlesex
DEPUTY HEAD TEACHER required for January, 1977, or earlier if possible. Group 5 Salary Scale.
Inner London Allowance and Social Priority Allowance payable.
In appropriate cases, subject to conditions, removal expenses guaranteed for legal fees for house purchase, bridging allowance, lodging assistance and travel expenses within the scheme of assistance.
Application forms (stamped addressed envelope) from the Headteacher to be returned as soon as possible.

ESSEX
COUNTY COUNCIL
BLUEHOUSE JUNIOR SCHOOL
Church Road
Leigh-on-Sea, Hadleigh
(Tel. 78-2345)
(Re-Advertisement)
SENIOR MASTER
Further applications are invited from men for the post in this primary/first school commencing January, 1977. Salary as for Deputy Head. Candidates must be very well qualified and have a wide range of interests in all aspects of primary education with special reference to the 5-11 age range. Responsibility for the co-ordination of mathematics.
Closing date 1st October, 1976.
Application forms and further particulars may be obtained from the Head to whom completed application forms should be returned.

HAMPSHIRE
SOUTH EAST AREA
PETERSGATE COUNTY INFANT SCHOOL
Stanlington
Applications are invited for the post of DEPUTY HEAD of this 3 school.
TIDSBANT COUNTY JUNIOR SCHOOL
Havant
Applications are invited for the post of DEPUTY HEAD (Group 5 School).
Further details and application forms from the Area Education Officer, Tidsbant Road, Havant, Hampshire. PO9 1XA. Stamped addressed envelope necessary. Closing date 24th September.

HARINGEY
(London Borough of)
Teaching Vacancies, 1976
Junction Evening, Nov. 11th
DEPUTY HEAD TEACHER (Harringay) This school has been designated 'Open Area' for priority area additional allowance of £201/£276 per annum is payable.
London Allowance payable £400 per annum.
Removal expenses may be allowed.
Application forms (stamped addressed envelope) may be obtained from Deputy Education Officer (Personnel), Wood Green, to whom the forms should be returned by 24th September, 1976.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
Required January, 1977:
ST. ALDHELM'S R.C. INFANTS SCHOOL
Avelon Cross Road, Hornchurch (Tel. 54)
DEPUTY HEAD TEACHER for this two-form entry Group 4 School. Candidates should be under forty years of age and be prepared to take an active part in School life, including the care of children with special needs.
Further particulars and application forms from Head Teacher.

HERTFORDSHIRE
COUNTY OF HERTFORDSHIRE
Required January, 1977
DEPUTY HEAD (Group 5)
Applications are invited from suitably qualified candidates for the above post in this 3 form entry Primary School.
Application forms and further particulars may be obtained from the Headteacher, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
EDUCATION DEPARTMENT
Required for January, 1977:
DEPUTY HEAD (Group 5)
Applications are invited from suitably qualified candidates for the post of DEPUTY HEAD in this 3 form entry Junior School.
Application forms and further particulars may be obtained from the Headteacher, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
EDUCATION DEPARTMENT
Required for January, 1977:
DEPUTY HEAD (Group 5)
Applications are invited from suitably qualified candidates for the post of DEPUTY HEAD in this 3 form entry Primary School with 270 boys and girls on roll and five to nine years.
Application forms and further particulars may be obtained from the Headteacher, to whom completed application forms should be returned.

HILLINGDON
(London Borough of)
EDUCATION DEPARTMENT
Required for January, 1977:
DEPUTY HEAD (Group 5)
Applications are invited from suitably qualified candidates for the post of DEPUTY HEAD in this 3 form entry Primary School with 270 boys and girls on roll and five to nine years.
Application forms and further particulars may be obtained from the Headteacher, to whom completed application forms should be returned.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
MARTINDALE PRIMARY SCHOOL
Martindale Lane, Hull
Head Teacher: Mr. R. Collinson
Required for January, 1977, DEPUTY HEAD TEACHER for this 3 form primary school with 270 boys and girls on roll and five to nine years.
Application forms and further particulars are available from the Head Teacher, to whom completed forms should be returned by 24th September, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
NEWLAND PARK JUNIOR SCHOOL
Newland Lane, West Hyndon
Lindsey
Required for January, 1977, DEPUTY HEAD TEACHER for this 4 form junior school with 320 boys and girls on roll and five to eleven years.
Application forms and further particulars are available from the Head Teacher, to whom completed forms should be returned by 24th September, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
HOLDERNESS ROAD PRIMARY SCHOOL
Holderness Road, Hull
Required from January, 1977, DEPUTY HEAD TEACHER (Group 5 Primary School with 345 boys and girls on roll).
Application forms, available from the Head Teacher, to be returned by 24th September, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SOUTH PARK JUNIOR SCHOOL
Hedon Road, Hull
Required from January, 1977, DEPUTY HEAD TEACHER (Group 5 Primary School with 345 boys and girls on roll).
Application forms, available from the Head Teacher, to be returned by 24th September, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
WOODMANSEY MIXED JUNIOR SCHOOL
Woodmansey
Beverley
Required from January, 1977, DEPUTY HEAD TEACHER (Group 5 Primary School with 345 boys and girls on roll).
Application forms, available from the Head Teacher, to be returned by 24th September, 1976.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
KINGSTON UPON HULL DIVISION
SOUTH PARK JUNIOR SCHOOL
Hedon Road, Hull
Headmaster: Mr. Robinson
Required for January, 1977
DEPUTY HEAD
Applications are invited from suitably qualified candidates for the above Group 5 post in this 3 form entry Junior School.
Application forms and further particulars may be obtained from the Headmaster, to whom completed application forms should be returned by 24th September, 1976.

ISLE OF WIGHT
COUNTY COUNCIL
Required January, 1977:
DEPUTY HEAD (Group 5)
Applications are invited for the post of DEPUTY HEAD in this Primary School.
Application forms and further particulars from the Director of Education, Education Offices, Broadway, Sandown, I.W. PO36 8EA. Tel. Sandown 3731, to whom they should be returned by 24th September, 1976.

KENT
COUNTY COUNCIL
BOROUGH OF DARTFORD
DEPUTY HEAD
Required January, 1977, for this Group 5 School.
Application forms and further particulars from the Director of Education, Civic Centre, Dartford, to

PRIMARY
Deputy Headships
continued

WILTSHIRE
DEPUTY HEADSHIP
CHIPPENHAM COUNTY PRIMARY SCHOOL
Sutton Road, Chippenham, Wiltshire
SN15 3YG
County Number on Roll 550
Applications are invited from widely experienced TEACHERS for the above post.
Application forms and further details obtainable from the Head Teacher. Returnable by 1st October, 1976.

WILTSHIRE
DEPUTY HEADSHIP
SALISBURY ROAD
CONTROLLED PRIMARY SCHOOL
Totton, Hants, Salisbury
Group 5
Number on roll 458
DEPUTY HEAD required from January, 1977. Ability to take a leading part in Language Development throughout the school desirable. State other interests and abilities.
Application forms and further details obtained upon receipt of stamped addressed envelope, available from the Head Teacher, responsible by 30th September, 1976.

WILTSHIRE
DEPUTY HEADSHIP
HIGHWORTH (CONTROLLED) PRIMARY SCHOOL
Near Swindon, Wiltshire
Group 2 Number on Roll 170
DEPUTY HEAD required as from January, 1977, for modern 7-11 school in a rural situation. This responsibility will be for lower juniors, therefore a creative, enthusiastic and experienced teacher required.
Application forms and further details obtained addressed envelope. Interviews available. Head Teacher returnable by 3rd October, 1976.

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AND WEST TOWN COUNTY J.M. AND I. SCHOOL
Williamson Avenue, Peterborough
PE3 6HN
Tel: Peterborough 3856
Group 6 Roll 305
Required for January 1977, HEAD of INFANT DEPARTMENT—Scale 2.
Vacancy created by the promotion of the present holder.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Please apply by letter enclosing curriculum vitae and the names and addresses of two referees, in the first instance to the Headmaster, Mr. A. A. Hughes, at the above address by 21st September, 1976.

EALING
(London Borough of)
ACTON WELLS FIRST & MIDDLE SCHOOL
W3 8HA
School Road, Victoria Road
Required as soon as possible A temporary TEACHER to fill the post of HEAD OF DEPARTMENT in the First School. Candidates should be prepared to be involved in broad-based curriculum development. Scale 2 according to qualifications plus London Allowance and Social Priority payments.
In appropriate cases, subject to conditions, assistance may be granted for local fare for house purchase, removal expenses, lodging, subsistence and travel expenses whilst looking for accommodation.
Application forms (stamped addressed envelope) from the Head Teacher, to be returned by 1st October, 1976.

HAMPSHIRE
NORTHLEAZE AREA
SCHOOL EARNSBOROUGH COUNTY JUNIOR SCHOOL
Earnsborough Road, Farnborough
Number on Roll 320
Required for January, 1977, a TEACHER qualified in MATHEMATICS to undertake the duties of MATHS CONSULTANT
Scale 2 post
Please write in the school giving curriculum vitae, implied with names and addresses of two other referees.
Further details obtainable from the Headteacher.

HAMPSHIRE
Assistance with removal expenses and lodging allowance.

SALFORD (City of)
EDUCATION DEPARTMENT
FRIARS PARK COUNTY PRIMARY SCHOOL
Friars Park, Salford 3
Required from January, 1977:
HEAD OF DEPARTMENT (Infants)
Scale 2
Applications are invited from experienced and qualified Infant TEACHERS.
Application forms and further details obtainable from Chief Education Officer, Education Office, Chapel Street, Salford M3 5LT, to whom they should be returned.

SUNDERLAND
(Borough of)
EDUCATION COMMITTEE DEPARTMENT
HOUGHTON JUNIOR SCHOOL
Grange Road
Required on 1st January, 1977:
HEAD OF ENGLISH—Scale 2. With special responsibility for Language and Reading Development.
Removal expenses and honorary lodging allowance may be granted in appropriate circumstances.
Application forms obtainable from the Deputy Director of Education, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 24 September, 1976.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
Required January 1977:
Experienced CLASS TEACHERS for FIVE ELMS INFANTS SCHOOL
Scale 2
Roll: 130
Interested in action methods with a special interest in MUSIC. Scale 2.
THAMES VIEW INFANTS SCHOOL.
Roll 330
Interest in MUSIC. The School has a steady flow of percussion instruments and a strong musical tradition. Scale 2.
London Addition £462 per annum
Social Priority Schools Allowance.
Reimbursement of removal expenses in approved cases.
Application form stamped addressed envelope required from the Chief Education Officer, Town Hall, Barking, Essex, returnable by 23rd September, 1976.

BEXLEY
(London Borough of)
DAYS LANE JUNIOR SCHOOL
Roll 510
Required 1st January, 1977:
Experienced ASSISTANT TEACHER (Interested in MUSIC) to take responsibility for the development of MATHEMATICS throughout the school.
Financial assistance with household removal expenses is available in approved cases.
Application may be made by letter or on application forms obtainable from the Head Teachers at the addresses shown above. Applications by letter should indicate details of academic education, training, qualifications and experience, together with the names and addresses of three referees, including present employer.
Letters of application and completed application forms should be submitted direct to the Head Teacher within 14 days of the appearance of this advertisement unless otherwise stated.

CALDERDALE
(Metropolitan Borough of)
LITTLE VALES DEPARTMENT
LITTLE VALES JUNIOR AND INFANT SCHOOL
Cunliffe Road, Ripponden
Sowerby New Road, Sowerby Bridge
HX6 4JL
Required from November 1976 or January, 1977, TEACHER for children of 7 to 9 year old children. A Scale 2 post is available for the responsibility for all craft and needlework throughout the school.
Application forms and further details obtainable from the Headteacher at the above address. Interviews cannot be arranged until forms have been returned.
Assistance with removal expenses and lodging allowance.

CAMBRIDGESHIRE
CAMBRIDGE AREA
BARTON C.E. (A) SCHOOL
An experienced TEACHER is invited to participate in the work of the school. Scale 2.
Applications from Acting Head Teacher, Mrs. Mary Hall, Barton, Cambridge, CB3 7AH. Returnable by 20th September.

CAMBRIDGESHIRE
HUNTINGDON AREA
SAWTRY C.P. SCHOOL
Green End Road, Sawtry
Required as soon as possible a TEACHER with responsibility for Music throughout the school. Scale 2.
A Scale 2 post available for the person appointed. The responsibility will be mainly in the Upper School and the ability to play the piano essential.
Applications for removal expenses will be considered.
Assistance with temporary lodging allowance in appropriate circumstances.
Application forms obtainable from the Head Teacher at the school to whom completed forms should be returned addressed envelope.
Closing date 17th September, 1976.

CHESHIRE
EDUCATION COMMITTEE
APPLETON JUNIOR SCHOOL
COBHAM COUNTY PRIMARY SCHOOL
Cobham Drive, Wilmslow
COMMUNITY LEADER TEACHER (Scale 2)
The person appointed will have a teaching commitment in the Junior School and will be expected to assist with home school links to all levels from the Nursery to the Juniors.
Application form and further details available from the District Education Officer, County Offices, Chapel Lane, Wilmslow. Send stamped addressed envelope and should be returned to the Head Teacher at the School by 24th September, 1976.

DEVON
ASHLEIGH ROAD P/S (C)
Roll 545
Experienced ASSISTANT TEACHER (Scale 2) to assist with the work of Infants and Lower School.
Applications are invited from suitably qualified teachers to be responsible for the development of MATHEMATICS throughout the school.
Scale 2 post.
Application forms (stamped addressed envelope required) from the Headmaster, returnable by 24th September.

DEVON
CULLOMPTON ST. ANDREWS C.P. SCHOOL
Tiverton Road, Cullompton
Roll 460
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER (Scale 2) to be responsible for the development of MUSIC throughout Junior School.
Application forms, from Miss Hilary Bond, Headmistress, Tiverton Road, Cullompton, Devon, EX15 1BB to whom completed forms should be returned after completion.

EAST SUSSEX
EASTBOURNE AREA
HAILSHAM COUNTY PRIMARY SCHOOL
Battle Road, Hailsham
Roll 350
Required January, 1977:
TEACHER (Interested in MUSIC) to take responsibility for MUSIC throughout the School.
Scale 2 post.
Application forms (stamped addressed envelope) from Mr. Peter Hall, Headmaster, to be returned by 24th September, 1976.

DONCASTER
EDUCATION COMMITTEE
NIGHTINGALE PRIMARY
Cedar Road, Doncaster
Tel: 784 987
Telephone Doncaster 855672.
Number on roll: 656
Required for January, 1977:
Scale 2
Applications are invited from experienced and qualified Infant TEACHERS.
Application forms and further details obtainable from Chief Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN, not later than 24 September, 1976.

Other Posts on Scale 2 and above

DORSET
BINCOMBE
WEST PUDDINGTON C.E. (CONTROLLED) INFANT SCHOOL
Dorchester
DT2 9DJ
TEACHER required for Scale 2 post from January, 1977, with good general infant experience, willing to take responsibility and/or have interest in music. Assistance with removal and lodging expenses.
Your application forms (to be returned by 22nd September) may be obtained from the Education Officer, County Hall, Dorchester, Dorset, DT1 1XJ.

EAST SUSSEX
COUNTY COUNCIL
HAILSHAM JUNIOR SCHOOL
Vicarage Road
Roll 360
Required January 1977:
Experienced TEACHER to be responsible for CO-ORDINATING the work in the Upper Juniors with keen interest in MUSIC throughout Junior School.
Scale 2 post.
Application forms, from Mrs. Joyce Hirst, Hove, BN3 6QB to whom completed forms should be returned after completion.

EAST SUSSEX
EASTBOURNE AREA
WILLINGDON COUNTY PRIMARY SCHOOL
Hailsham Lane, Hailsham
Roll 350
Required January, 1977:
Responsible TEACHER (Scale 2) for MUSIC throughout the School. Ability to play the piano essential. Interest in Drama desirable.
Applications by letter giving full details, age, experience and qualifications (including names and addresses of two referees) to Headmaster, St. Andrews County Primary School, Hailsham, Sussex, returnable by 24th September, 1976.

DEVON
OTTERY ST. MARY COUNTY PRIMARY SCHOOL
Roll: 275
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER for JUNIORS. Applicants should be prepared to take responsibility for MUSIC throughout the school.
Application forms from Mr. Bolt, Headmaster, to be returned by 24th September, 1976.

DEVON
CULLOMPTON ST. ANDREWS C.P. SCHOOL
Tiverton Road, Cullompton
Roll 460
Applications are invited from suitably qualified persons for the post of ASSISTANT TEACHER (Scale 2) to be responsible for MUSIC throughout the School.
ST MARY'S JUNIOR SCHOOL
Newbury Road, Romford RM7 7HP
Required January 1977:
MATHEMATICS SCIENCE in the School. Scale 2 post. Responsibility for all activities would be welcomed.
Application forms available from the Headmaster.

DEVON
TORQUAY
ST. MARY'S CHURCH OF E. (A) PRIMARY SCHOOL
Lymington Road
Roll 210
Required January, 1977:
Experienced TEACHER to be responsible for MUSIC throughout the School.
Scale 2 post.
Application forms from Mrs. Jean Bowden, Headmistress, to be returned by 24th September, 1976

SECONDARY
Headships
continued

LEICESTERSHIRE

MARKET HARBOROUGH
UPPER SCHOOL
(A 5-form entry 11-18
Upper School

HEADSHIP
Grade II

HEAD TEACHER / DEPUTY HEAD required from January or April for this recently-formed 11-18 comprehensive school. 1,050 pupils.

The post offers fine opportunities for someone with experience of leadership and management, allied to a flexible approach to meeting the developing and changing needs of the individual child. Vacancy due to retirement of the present headmaster.

Details on request.

Apply (no forms) with full particulars and names and address of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 25th September.

LINCOLNSHIRE

CASKER'S GRAMMAR SCHOOL
Bracebridge Heath
Bracebridge
Bracebridge
Bracebridge

DONCASTER
EDUCATION COMMITTEE

DON-ASHLEY WILBY CAMP
Head: Stanley Sellers
Aldeswath Road, Doncaster
Tel: (0302) 61082
Telephone: Doncaster 61082

Reinstatement

Required for January 1, 1977 in growing Comprehensive School pleasant rural area. An experienced teacher with good academic and examination is looked for. The successful candidate will be expected to make a significant contribution in curriculum development and timetabling as well as in the general running of the school.

Application forms and further particulars may be obtained from the Head of the school concerned, except where otherwise stated, to whom completed application forms should be returned.

ESSEX
COUNTY COUNCIL

THE BOSWELLS SCHOOL
(Roll 1,700)
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 61151

SENIOR MISTRESS
(Deputy Head (1))

Appointing January to share with Head and Deputy in the management of this well established all-ability school with excellent facilities in a fine teaching environment.

Applicants are looking for evidence of successful achievement at school and in extra curricular activities to include responsibility for important area of school organisation. Previous experience of pastoral work appointed to deputy Head.

The school has a creditable record of success in academic and other fields, and pride itself on attention to the pastoral care of pupils.

HEAD OF FIFTH YEAR

Scale 4. Experienced teacher is invited to apply for this key post offering opportunity to operate authority at a high level in this expanding 13-18 all-ability comprehensive school, during the coming years. Responsibility for the welfare of a whole year group. Excellent accommodation and facilities in a fine teaching environment.

Application forms and further particulars from the Headmaster at the school, and to be returned not later than 22nd September, 1976.

BOROUGH OF HARINGEY

ALEXANDRA PARK SCHOOL
Rhodes Avenue, N22

(Eight-form entry Comprehensive Mixed School on two sites. Post-war buildings)
Required for January, 1977:

HEAD OF REMEDIAL DEPARTMENT
(Scale 4)

Teacher with experience of urban Comprehensive Schools essential. Main task to advise all Departments and to devise suitable schemes of work for 11 plus to 16 plus age group.

Ability to teach whole age range vital.

This post offers great scope to person with imagination and initiative.

Removal expenses: 100 per cent allowed. London Allowance (£402) payable.

Forms of application and further details (stamped addressed envelope) available from the undersigned, to be returned to Head of School as soon as possible.

Chief Education Officer, Education Offices, Somerset Road, N17 9EH.

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE

AYLWARD SCHOOL
Wilbury Way, London N18 1BX
(MIXED COMPREHENSIVE)

Second Deputy Head
Second Master/Mistress
GROUP II, ROLL 1,260

Required for January, 1977, Second Deputy Head and Second Master/Mistress for the positions of Head of Upper and Head of Lower Schools.

The vacancies are due to the retirement of the present holders. Aylward School is on two sites with the Lower School accommodating 750 pupils (3 year groups) and the Upper School 550 pupils including the Sixth Form.

Consideration given to the following: 100 per cent removal expenses, £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms and further details (stamped addressed envelope) obtainable from the Headmaster/Headmistress to whom they should be returned by September 24, 1976.

DURHAM
COUNTY COUNCIL

NEWTON AYCLIFFE GREENFIELD COMPREHENSIVE SCHOOL
Your Form Entry initially
DEPUTY HEAD TEACHER—Group 4. Suitably qualified and experienced teacher required for this new school due to open in September, 1977.

Planned addressed envelope for application form to Area Administrative Officer, Area Education Office, Green Lane, Bishop Auckland, Co. Durham.

Closing date for receipt of applications, 27th September, 1976.

DURHAM
COUNTY COUNCIL

SEAHAM GIRLS' HIGH SQUARE SECONDARY SCHOOL
11 to 16 Years
(As on roll)

DEPUTY HEAD TEACHER—Group 3. Suitably qualified and experienced TEACHER required as soon as possible. The school is scheduled for classification as a comprehensive organisation in the year to 1979.

Planned addressed envelope for application form to Area Administrative Officer, Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.

Closing date for receipt of applications, 27th September, 1976.

ESSEX
COUNTY COUNCIL

CHALVEDON COMPREHENSIVE SCHOOL, 111-18 MIXED (ALL-ABILITY) SCHOOL (Roll 1,300)
Wickford Avenue, Pitsea, Basildon
Tel. Basildon 2-32036

DEPUTY HEAD
Group 11

Applications are invited from suitably qualified and experienced candidates for this post which becomes vacant on the 1st January, 1977, on the appointment of present Deputy to Headship. The school is purpose-built on one site and is one of seven comprehensive schools which serve the new town of Basildon.

MANNINGTREE SCHOOL
Colchester Road, Manningtree
Manningtree
Tel. Manningtree 2965

DEPUTY HEAD
(Group 3)

Required for January, 1977, in growing Comprehensive School pleasant rural area. An experienced teacher with good academic and examination is looked for. The successful candidate will be expected to make a significant contribution in curriculum development and timetabling as well as in the general running of the school.

Application forms and further particulars may be obtained from the Head of the school concerned, except where otherwise stated, to whom completed application forms should be returned.

ESSEX
COUNTY COUNCIL

THE BOSWELLS SCHOOL
(Roll 1,700)
Burnham Road, Springfield, Chelmsford
Tel: Chelmsford 61151

SENIOR MISTRESS
(Deputy Head (1))

Appointing January to share with Head and Deputy in the management of this well established all-ability school with excellent facilities in a fine teaching environment.

Applicants are looking for evidence of successful achievement at school and in extra curricular activities to include responsibility for important area of school organisation. Previous experience of pastoral work appointed to deputy Head.

The school has a creditable record of success in academic and other fields, and pride itself on attention to the pastoral care of pupils.

HEAD OF FIFTH YEAR

Scale 4. Experienced teacher is invited to apply for this key post offering opportunity to operate authority at a high level in this expanding 13-18 all-ability comprehensive school, during the coming years. Responsibility for the welfare of a whole year group. Excellent accommodation and facilities in a fine teaching environment.

Application forms and further particulars from the Headmaster at the school, and to be returned not later than 22nd September, 1976.

KNOWSLEY
METROPOLITAN BOROUGH OF

ST. AUGUSTINE OF CANTERBURY COMPREHENSIVE SCHOOL
(Opening 1978 as 6 form entry 11-18 mixed comprehensive)
Huyton Park Road, Huyton, Liverpool L36 7TJ

(Roll/Attendance)

SECOND DEPUTY HEAD TEACHER, owing to retirement of present holder. Suitable candidate will be expected to play a major part in the development and development of the school as a whole, and to assist in the day to day administration of the school. Salary will be according to qualifications and experience in Local Government Service and/or other approved employment. Application forms and further particulars from the Director of Education, Municipal Offices, Archway Road, Huyton, Liverpool L36 9YD. Closing date 21 September, 1976.

HAMPSHIRE
SOUTH-EAST AREA

WAKEFORD SCHOOL
Whitelands Way, Havant
Hampshire PO9 1LU
Comprehensive. Mixed, 11 to 18 (1,650 on roll)

Applications are invited from suitably qualified candidates for the following vacancies: DEPUTY, curriculum planning and liaison, leading the school's senior management team; a HEAD OF MATHEMATICS, vacancy occurring in January, 1977, owing to the retirement of the present holder to a Readership.

Candidates must have extensive senior secondary school teaching experience and have had a good knowledge of and interest in recent developments.

Letters of application should contain a brief statement of personal educational and social philosophy.

Appointment is for January 1st, 1977.

Application by letter to the Headteacher giving details and qualifications and the names and addresses of two educational referees.

Assistance with removal expenses and approved cases. Housing accommodation may be considered in appropriate cases. Further details available on request. Envelope stamped addressed envelope.

Closing date for receipt of applications, 24th September, 1976.

HERTFORDSHIRE
COUNTY COUNCIL

EAST HERTS DIVISION

CARDINAL BOURNE R.C. (VA) SECONDARY SCHOOL
Park Lane, Broxbourne

DEPUTY HEAD required from 1st of January, 1977, for this developing, 13-18 mixed all-ability school (approximately 1,000 on roll). Gross responsibility of upward revision to Group 3(a) plus London Allowance £750.

Application forms and further particulars from the Headmaster (tel. Hoddesdon 60581).

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
SEVEN HILLS HIGH SCHOOL
Rickaell Avenue
Division upon Hull
Head: L. J. Aldman
Tel: 1-53-64.

Required for January 1977, in this eight-form entry mixed Senior High School (Comprehensive), 13 to 18, with 1200 + second DEPUTY HEAD TEACHER (Grade III). This vacancy is caused by the retirement of the present Deputy Headmistress.

Applicants must have extensive experience in a senior capacity in a comprehensive school and a sympathetic outlook towards the needs of adolescents of all abilities. The person appointed will be expected to play a major part in the daily administration of the school as well as accepting special responsibility for co-ordinating and developing the school's pastoral system.

There will be a section reinstatement of approximately one-third.

Further details and application forms (enclose stamped addressed envelope) may be obtained from the Head. The closing date for applications is 24th September.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DOVER DIVISION

TRIAL SECONDARY
(Girls)
(Roll (as on) 500)

Required January, 1977 DEPUTY HEAD TEACHER for this 3-8 F.E. Secondary Modern School.

Applications and further details from Mrs. Cambridge, Terrace, Dover (stamped addressed envelope). Completed application forms to be returned to Headmistress at the school by 30th September, 1976.

ASHFORD DIVISION

TENTERDEN HOMEWOOD SCHOOL
(Boys and Girls) (Roll 661)
Head of Upper School: Mr. F. Perfect
GRADUATE TEACHER required for January 1977 in the studies of Physics and Chemistry in Years 3 and 4 of this expanding comprehensive school. The next phase of development will include a purpose built lower school.

An Allen Scale English or Foreign Language Assistant is also required.

Application to the Headmaster by 24th September.

KNOWSLEY
METROPOLITAN BOROUGH OF

ST. AUGUSTINE OF CANTERBURY COMPREHENSIVE SCHOOL
(Opening 1978 as 6 form entry 11-18 mixed comprehensive)
Huyton Park Road, Huyton, Liverpool L36 7TJ

(Roll/Attendance)

SECOND DEPUTY HEAD TEACHER, owing to retirement of present holder. Suitable candidate will be expected to play a major part in the development and development of the school as a whole, and to assist in the day to day administration of the school. Salary will be according to qualifications and experience in Local Government Service and/or other approved employment. Application forms and further particulars from the Director of Education, Municipal Offices, Archway Road, Huyton, Liverpool L36 9YD. Closing date 21 September.

LIVERPOOL
ST. CHARLES XAVIER'S COLLEGE
Broadgreen Road, Wavertree, Liverpool L15 9DD
(Tel.: 051-428 2966)
(M.G., direct grant boys' grammar school to be reduced in entry to 110 in 1978 form entry) in view of becoming comprehensive
Required January, 1977:
DEPUTY HEAD
Application forms available from the Headmaster.
Short-listed applicants will be invited to visit the school.
Closing date, September 24.

MERTON
(London Borough of)
EDUCATION COMMITTEE
RUTLISH SCHOOL
Watery Lane, Merton Park
Surrey SW20 9DJ
Headmaster: Mr. R. B. Clegg, B.A.
DEPUTY HEAD TEACHER required January, 1977, for this 13-18 mixed, voluntary controlled comprehensive grammar school in pleasant suburban area. There will be 200 places on roll, and 170 in the Sixth Form. (Group 10.)
London Allowance £382. Legal expenses up to £300 and assistance will be considered for removal expenses.
Application forms and further details available from the Headmaster. Closing date, 11-19 comprehensive
Applications (by forms) should be made to the Headmaster, from whom a list of the particulars of the post may be obtained on receipt of a stamped addressed envelope.

SHEFFIELD
EDUCATION COMMITTEE
BRADFIELD SCHOOL
Bradfield, Sheffield S6 6DE
Tel: Bradfield 850 (STD 0742)
Boys 13 to 18 Comprehensive
Applications are invited for the post of ASSISTANT MISTRESS or MASTER for the following subject:
A well qualified TEACHER with interest in the following subjects to take responsibility for guidance of probationary teachers, guidance of students, and teaching responsibilities up to 'A' level: Mathematics, Physics, Chemistry, Biology, 'O' and 'A' level, Administration.
Salary £2,124 to £3,555 + £712 Pay Award.
Application forms are obtainable from the Chief Education Officer (Ref. 2/76), Education Office, Leopold Street, Sheffield S1 2JG, to whom they should be returned as soon as possible.

SOMERSET
YEOVIL COLLEGE
DEPARTMENT OF STUDIES (Associate Vice-Principal)
Applications are invited for the above post from graduates, preferably with a professional qualification in Business Studies or Economics, and with experience in teaching Business Studies and/or Economics to 'A' level standard.
Salary Scale—Deputy Head Group 6(c)
Applications are invited from suitably qualified candidates for the above post from January 1, 1977. The successful applicant will be expected to play a full part in the life of the College, and to assist the Principal in the development of the present wide range of courses.
Further details and application forms, together with a job specification, may be obtained from the Principal to whom they should be returned by the 24th September, 1976.

SUFFOLK
COUNTY COUNCIL
THURSTON UNDER 13-18 (1,400 on roll)
Headmaster: H. Whitling, M.A.
DEPUTY HEAD (Scale 4) for Mathematics required January 1, 1977. Applications forms and further particulars from the Headmaster (tel. Thurston 2477). Closing date for receipt of applications, 24th September, 1976.

LINCOLNSHIRE
SECOND MASTER
QUEEN'S GRAMMAR SCHOOL
COUNTY SCHOOL
Queen's Road, Spalding
Tel: Spalding 6561
Required for January, 1977, in this 8 form entry mixed Senior High School (Comprehensive), 13 to 18, with 1200 + second DEPUTY HEAD TEACHER (Grade III). This vacancy is caused by the retirement of the present Deputy Headmistress.

Applicants must have extensive experience in a senior capacity in a comprehensive school and a sympathetic outlook towards the needs of adolescents of all abilities. The person appointed will be expected to play a major part in the daily administration of the school as well as accepting special responsibility for co-ordinating and developing the school's pastoral system.

There will be a section reinstatement of approximately one-third.

Further details and application forms (enclose stamped addressed envelope) may be obtained from the Head. The closing date for applications is 24th September.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

DOVER DIVISION

TRIAL SECONDARY
(Girls)
(Roll (as on) 500)

Required January, 1977 DEPUTY HEAD TEACHER for this 3-8 F.E. Secondary Modern School.

Applications and further details from Mrs. Cambridge, Terrace, Dover (stamped addressed envelope). Completed application forms to be returned to Headmistress at the school by 30th September, 1976.

ASHFORD DIVISION

TENTERDEN HOMEWOOD SCHOOL
(Boys and Girls) (Roll 661)
Head of Upper School: Mr. F. Perfect
GRADUATE TEACHER required for January 1977 in the studies of Physics and Chemistry in Years 3 and 4 of this expanding comprehensive school. The next phase of development will include a purpose built lower school.

An Allen Scale English or Foreign Language Assistant is also required.

Application to the Headmaster by 24th September.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Wrythe Lane Road, Carshalton
Required January, 1977, or earlier, DIRECTOR OF STUDIES or Senior Teacher Scale in this Group 11 Northern Grammar School
Intending applicants should be well qualified, having not less than 10 years' teaching experience. The successful candidate will be expected to assist in the formulation of major School policy together with the Headmaster and Deputy Headmaster. Other responsibilities will include administration, supervision of the Sixth Form, and the general administration of the Examinations. The vacancy arises due to the promotion of the present holder.
Applications to the Headmaster by the first instant.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
CLINTON LANE
EASTMOOR HIGH SCHOOL
DEPUTY HEAD required from January, 1977—with responsibility for girls' pastoral care and welfare. This is an expanding 13-18 comprehensive with 1,000 pupils on roll. A graduate is preferred.
Application forms are obtainable from the Headmaster, Eastmoor High School, Normanton View, Alverthorpe, Wakefield. Telephone No. Wakefield
Closing date for applications Friday, 24th October, 1976.

WEST SUSSEX
WESTERN AREA
HORNDEAN HOUSE SCHOOL
Horndean, Nr. Rowlands Castle, Hants
DEPUTY HEAD (Grade 3A) required January, 1977, for this 11-18 mixed comprehensive
Terms and particulars from Headmaster at the Headmaster's House.

WIGAN
(Metropolitan Borough of)
Teaching Vacancy January, 1977

SECONDARY
DEPUTY HEAD TEACHER

HINDLEY CARDINAL NEWMAN R.C. HIGH SCHOOL
Darlton Drive, Hindley, Wigan WN2 5DE

Application form and further particulars from and to be returned to Mr. H. Vanden Heuvel, Deputy Head, Pemberton, Wigan (stamped addressed envelope) by 24th September, 1976.

WIRRAL
(Metropolitan Borough of)

BEBINGTON HIGH SCHOOL
Bedford Drive, Bebington
Wirral, Merseyside
(Wirral Group 9)
Tel: 051-608 1158

DEPUTY HEAD (LOWER)

Further applications will be considered.
Application form and further details from Headmaster.

NORTH TYNESIDE
(London Borough of)
EDUCATION COMMITTEE
TYNEMOUTH COLLEGE
Queen Alexandra Road West, Cullercoats, Whitley Bay, NE26 1QS
Principal: A. M. Hirschler, M.A. (Cantab.)
DEPUTY PRINCIPAL (Academic)
Salary Scale—Deputy Head Group 6(c)
Applications are invited from suitably qualified candidates for the above post from January 1, 1977. The successful applicant will be expected to play a full part in the life of the College, and to assist the Principal in the development of the present wide range of courses.
Further details and application forms, together with a job specification, may be obtained from the Principal to whom they should be returned by the 24th September.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ORMSKIRK HIGH SCHOOL
Ormonde Drive, Ormskirk
(1,000 boys and girls) (60 Sixth Form)
Required for January, 1977 a DEPUTY HEAD TEACHER (Scale 4) to be CURRICULUM LEADER responsible for timetabling and development for curriculum, organisation of departments, pastoral work, 11-19 comprehensive in age.
Applications (by forms) should be made to the Headmaster, from whom a list of the particulars of the post may be obtained on receipt of a stamped addressed envelope.

SEFTON
(Metropolitan Borough of)
EDUCATION COMMITTEE
ORMSKIRK HIGH SCHOOL
Ormonde Drive, Ormskirk
(1,000 boys and girls) (60 Sixth Form)
Required for January, 1977 a HEAD OF MATHEMATICS to be CURRICULUM LEADER responsible for timetabling and development for curriculum, organisation of departments, pastoral work, 11-19 comprehensive in age.
Applications (by forms) should be made to the Headmaster, from whom a list of the particulars of the post may be obtained on receipt of a stamped addressed envelope.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS
Wrythe Lane Road, Carshalton
Required January, 1977, or earlier, DIRECTOR OF STUDIES or Senior Teacher Scale in this Group 11 Northern Grammar School
Intending applicants should be well qualified, having not less than 10 years' teaching experience. The successful candidate will be expected to assist in the formulation of major School policy together with the Headmaster and Deputy Headmaster. Other responsibilities will include administration, supervision of the Sixth Form, and the general administration of the Examinations. The vacancy arises due to the promotion of the present holder.
Applications to the Headmaster by the first instant.

WAKEFIELD (City of)
METROPOLITAN DISTRICT
CLINTON LANE
EASTMOOR HIGH SCHOOL
DEPUTY HEAD required from January, 1977—with responsibility for girls' pastoral care and welfare. This is an expanding 13-18 comprehensive with 1,000 pupils on roll. A graduate is preferred.
Application forms are obtainable from the Headmaster, Eastmoor High School, Normanton View, Alverthorpe, Wakefield. Telephone No. Wakefield
Closing date for applications Friday, 24th October, 1976.

WEST SUSSEX
WESTERN AREA
HORNDEAN HOUSE SCHOOL
Horndean, Nr. Rowlands Castle, Hants
DEPUTY HEAD (Grade 3A) required January, 1977, for this 11-18 mixed comprehensive
Terms and particulars from Headmaster at the Headmaster's House.

WIGAN
(Metropolitan Borough of)
Teaching Vacancy January, 1977

SECONDARY
DEPUTY HEAD TEACHER

HINDLEY CARDINAL NEWMAN R.C. HIGH SCHOOL
Darlton Drive, Hindley, Wigan WN2 5DE

Application form and further particulars from and to be returned to Mr. H. Vanden Heuvel, Deputy Head, Pemberton, Wigan (stamped addressed envelope) by 24th September, 1976.

WIRRAL
(Metropolitan Borough of)

BEBINGTON HIGH SCHOOL
Bedford Drive, Bebington
Wirral, Merseyside
(Wirral Group 9)
Tel: 051-608 1158

DEPUTY HEAD (LOWER)

Further applications will be considered.
Application form and further details from Headmaster.

ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE
(Social Priority School) (1,054 on roll)

Through promotion to headship a vacancy exists for January 1977 for

DEPUTY HEAD
Group 11 + (Communilty Allowance) + S.P.A.

Ernesford Grange is a mixed 11-18 comprehensive school serving the educational, social and leisure needs of local people.

The Deputy Head is a member of a team of three responsible for all aspects of the consolidation and development of school and community work.

Applications are invited from people serving in any capacity in the Education Service.

Further details etc. from the Head, Ernesford Grange School and Community College, Princethorpe Way, Coventry CV3 2QD. Closing date 22nd September 1976.

coventry

LONDON BOROUGH OF ENFIELD
EDUCATION COMMITTEE

MINCHENDEN SCHOOL
(MIXED COMPREHENSIVE)
HIGH STREET, SOUTHGATE N14 6BN
TELEPHONE 01-882 3746

SECOND MISTRESS
(Group 12. Roll 1,400)

Applications for this post are invited for January, 1977, from well qualified and experienced teachers. The successful applicant will be expected to work within a team of senior staff, and have particular responsibility for co-ordinating the pastoral system, based on year groups, as well as exercising overall control of girls' educational welfare and strengthening links with the various auxiliary agencies. A teaching programme will be expected and applicants should state their particular interests.

Consideration given to the following: 100 per cent removal expenses, £400 maximum, generous assistance with relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.

Application forms, further details (stamped addressed envelope), obtainable from the Headmaster to whom they should be returned by September 24, 1976.

EAST SUSSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT

ALDERMAN BLACKMAN SCHOOL
(High Mixed)
Walton Tree Way, Colchester
Tel: Colchester 70000

HEAD OF REMEDIAL

Required for January, 1977—a suitably qualified teacher to develop the existing provision in the Remedial Department of this 13-18 comprehensive school. Scale 4 plus responsibility allowance according to experience. Applications forms and further particulars from the Headmaster. Closing date for applications 1st October, 1976.

ESSEX
COUNTY COUNCIL
EDUCATION DEPARTMENT

ALDERMAN BLACKMAN SCHOOL
(High Mixed)
Walton Tree Way, Colchester
Tel: Colchester 70000

HEAD OF REMEDIAL

Required for January, 1977—a suitably qualified teacher to develop the existing provision in the Remedial Department of this 13-18 comprehensive school. Scale 4 plus responsibility allowance according to experience. Applications forms and further particulars from the Headmaster. Closing date for applications 1st October, 1976.

HARROW
EDUCATION COMMITTE

Applications are invited for suitably qualified teachers to commence duties in January 1977 at:

MOUNTVIEW HIGH SCHOOL
Alister Road, Harrow Weald, Middx.
Tel. No. 01-427 2695

Required for January, 1977, a dependent and suitably experienced Art Teacher to teach established courses to 'O' and 'A' level. Mountview High School will shortly become a 13-18 comprehensive and the successful applicant will be required to assist in the development of Art in the Sixth Form.

Salary will be on scale appropriate to qualifications and experience.

Application forms from and to be returned to the Head of school by 24th September, 1976.

HARROW
EDUCATION COMMITTE

Applications are invited for suitably qualified teachers to commence duties in January 1977 at:

MOUNTVIEW HIGH SCHOOL
Alister Road, Harrow Weald, Middx.
Tel. No. 01-427 2695

Required for January, 1977, a dependent and suitably experienced Art Teacher to teach established courses to 'O' and 'A' level. Mountview High School will shortly become a 13-18 comprehensive and the successful applicant will be required to assist in the development of Art in the Sixth Form.

Salary will be on scale appropriate to qualifications and experience.

Application forms from and to be returned to the Head of school by 24th September, 1976.

Sponsored by
THE TIMES
Educational Supplement
Monday 29 November
Tuesday 30 November 1976

Commences 7.30p.m. (Doors open 7p.m.)

ROYAL ALBERT HALL
General Manager: Anthony J. Hurlbut

Now a second great year...

...to supplement the second year of the very successful and popular Schools Prom Concerts. Perhaps the most accomplished and entertaining programme of young people's music today featuring the most outstanding young musicians from The National Festival of Music for Youth. The Schools Prom has now been developed into a two-night event with concerts on 29 and 30 November at the Royal Albert Hall, sponsored by The Times Educational Supplement.

Orchestral, ensemble, swing, jazz, wind...

In fact, all kinds of musical style will be featured...by all kinds of the most promising young musicians our schools can offer.

Introducing this score of musical talent will be well-known personalities from the world of contemporary music—including Antony Hopkins, Robin Ray, Humphrey Lyttelton and Derek Jewell.

Special Prices/Discounts...

As happens with the Sir Henry Wood Promenade Concerts the arena seats will be removed for the concerts. Both this area and the Gallery are offered at the following special low prices:

Promenade Arena	40p (60p on night)	(Standing not advisable for children under 12)
Gallery	40p (60p on night)	

There will also be a party discount of one free seat per 12 booked seats. Schools/party travel arrangements can be made through B.U.S. School Travel Service, 190 Campden Hill, Notting Hill Gate, Kensington, London W8. Tel: 01-221 6267 contact Jill Daniels. Or your local National Travel (NBC) Ltd representative.

Booking Your Choice of Nights...

You now have a choice of two nights, 28 and 30 November. Different music groups are playing each evening and promise to be equally exciting and entertaining, offering an exuberant evening's music by the leading musicians of tomorrow. The variety and range of musical content will be the same for both evenings, though not the same works.

In view of the considerable interest already shown in this unique musical event, advance booking is advisable and should be made as soon as possible, by completing the order form.

Please enclose stamped-addressed envelope to: Schools Prom, Advance Bookings, Royal Albert Hall, Kensington Gore, London SW7 2AP.
Please send me tickets for the Schools Prom as follows:

Date required:		No. of tickets
	Gallery tickets at 40p each	
	Arena tickets at 40p each	
	Stalls and Grand Tier at £2.00 each	
	Loggia and 2nd Tier at £1.75 each	
	Balcony (central) at £1.00 each	
	Balcony (side) at 75p each	
	Middle and Upper Orchestra at £1.00 each	

I enclose cheque/P.O. to the value of £ ..... plus stamped envelope. (Please make cheques payable to Royal Albert Hall.)

Name: Mr/Mrs/Miss .....
Representing: .....
Address: .....

OFFICIAL USE ONLY

NORTH YORKSHIRE
County of ...
Local Education Authority ...
Required January, 1977 ...
HEAD OF REMEDIAL DEPARTMENT ...
Applications are invited from suitably qualified candidates for the post of Head of Remedial Department in this 13-18 comprehensive school. The successful candidate will be expected to play a full part in the formulation of major School policy together with the Headmaster and Deputy Headmaster. Other responsibilities will include administration, supervision of the Sixth Form, and the general administration of the Examinations. The vacancy arises due to the promotion of the present holder.
Applications to the Headmaster by the first instant.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE GRAHAM HALL HIGH SCHOOL
Stone Road, Stafford
(Roll 1,150 in Sixth form)
HEAD OF REMEDIAL DEPARTMENT required for January, 1977 in this pleasantly situated comprehensive school which is shortly to become a 13 to 18 mixed school. Vacancy arises from the promotion of the former holder of the post.
Applications in letter to the Headmaster to be received immediately, stating age, qualifications and experience together with the names and addresses of two referees.

SUFFOLK
COUNTY COUNCIL
THURSTON UNDER 13-18
(1,400 on roll)
Headmaster: H. Whitling, M.A.
DEPUTY HEAD (Scale 4) for Remedial Department required January 1, 1977. Applications forms and further particulars from the Headmaster (tel. Thurston 2477). Closing date for receipt of applications, 24th September, 1976.

BUCKINGHAMSHIRE
AYLESBURY VALE DIVISION
ORCHARD AYRESBURY CENTRE
Walton Road, Aylesbury
Required January, experienced TEACHER of remedial work with special responsibility for the remedial subject duties and with an interest in pastoral and counselling work, to assist the Teacher-in-Charge of this small centre for pupils of secondary school age. Good base for a person with a genuine and creative attitude towards children disadvantaged by learning difficulties and problems. Scale 3 with London Allowance.
Removal expenses up to £150 payable in cases where a housing allowance for married teachers is not the immediate recommendation.
Further particulars and application form (stamped addressed envelope) from Divisional Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UU. Closing date 24th September.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER
Warren Wood Secondary School for Boys
Arethusa Road, Rochester
Required from January, 1977 or earlier to organise a TEACHING UNIT throughout the school, catering for pupils unable to cope with normal curriculum. Scale 3 plus responsibility allowance according to experience.
Application forms and further particulars from the Headmaster.

KNOWSLEY
(Metropolitan Borough of)

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Knowsley Park Lane, Huyton
Liverpool L36 9UW
(1,000 pupils on roll)
11 to 18
S.P.A. payable

For January 1977 or earlier. Scale 2 for MATHEMATICIAN with special interest in computer studies. Scale 2 for MATHEMATICIAN with special school experience.

For application form send stamped addressed envelope to Personnel Officer, Education Office, Huyton Park Road, Huyton, Liverpool L36 9YD. Completed forms to be returned to Mr. Wilson, Principal, to be at school within 14 days of advertisement.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
THURSTON UNDER SCHOOL
Mixed Comprehensive 13-18
1,400 on Roll
Required, TEACHER (Scale 1) for REMEDIAL DEPARTMENT. Applicants should note that other principal subjects (preference will be given to candidates offering some of the following: Art, Craft, Drama, Music, Physical Education). Further details and application form obtainable (stamped addressed envelope please) from the Headmaster, Thurston Upper School, Thurston, Bury St. Edmunds.

By Subject Classification

Art and Design

Heads of Department

CAMBRIDGESHIRE
(Cambridge Area)
EDUCATION OFFICE
Shire Hall, Cambridge

Required for January, 1977 a HEAD OF ART (Scale 3) to be responsible for the organisation of Art subject in the Cambridge Area Comprehensive Schools, and to teach Art in one of the schools. Applicants should be graduates with a recognised Art qualification and should be interested in all aspects of Art education.

Application forms and further particulars may be obtained from the Director of Education, Shire Hall, Cambridge, to whom completed forms should be returned by 30th September, 1976.

NEWHAM
(London Borough of)
GOSMERLAND SCHOOL
Prince Regent Lane, London E13 8SE
(Roll 1,344, Coeducational)
Head Teacher: Mr. J. A. McDonald, M.A.

Required January, 1977—

HEAD of ART, Scale 3. MASTER or MISTRESS responsible for the organisation of the subject throughout the school. Established C.S.E., O- and A-level courses are already in existence. Art is taught to all pupils in the first year of the 5-year course in addition to the specialist subject.

Newham Rates 1976 London Allowance £382 Social Priority Allowance £201 or £376.

Application forms can be obtained from the Headteacher at the above address (tel. 01-471 2233) and completed forms should be returned to the Headteacher within 14 days of this advertisement.

Other Posts on Scale 2 and above

BARKING
(London Borough of)
Required January, 1977 ...
HEAD OF ART ...
A well-established unit has been built to cater for twelve pupils ...
Applications in writing ...

NEWHAM
(London Borough of)
GOSMERLAND SCHOOL
Prince Regent Lane, London E13 8SE
(Roll 1,344, Coeducational)
Head Teacher: Mr. J. A. McDonald, M.A.

Required January, 1977—

HEAD of ART, Scale 3. MASTER or MISTRESS responsible for the organisation of the subject throughout the school. Established C.S.E., O- and A-level courses are already in existence. Art is taught to all pupils in the first year of the 5-year course in addition to the specialist subject.

Newham Rates 1976 London Allowance £382 Social Priority Allowance £201 or £376.

Application forms can be obtained from the Headteacher at the above address (tel. 01-471 2233) and completed forms should be returned to the Headteacher within 14 days of this advertisement.

KNOWSLEY
(Metropolitan Borough of)

KNOWSLEY PARKWAY COMPREHENSIVE SCHOOL
Knowsley Park Lane, Huyton
Liverpool L36 9UW
(1,000 pupils on roll)
11 to 18
S.P.A. payable

For January 1977 or earlier. Scale 2 for MATHEMATICIAN with special interest in computer studies. Scale 2 for MATHEMATICIAN with special school experience.

For application form send stamped addressed envelope to Personnel Officer, Education Office, Huyton Park Road, Huyton, Liverpool L36 9YD. Completed forms to be returned to Mr. Wilson, Principal, to be at school within 14 days of advertisement.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
THURSTON UNDER SCHOOL
Mixed Comprehensive 13-18
1,400 on Roll
Required, TEACHER (Scale 1) for REMEDIAL DEPARTMENT. Applicants should note that other principal subjects (preference will be given to candidates offering some of the following: Art, Craft, Drama, Music, Physical Education). Further details and application form obtainable (stamped addressed envelope please) from the Headmaster, Thurston Upper School, Thurston, Bury St. Edmunds.

Careers

Heads of Department

SUTTON
(London Borough of)
CHEEMSHAW HIGH SCHOOL
Cranhell Road, Sutton, Surrey
Headmaster: Mr. R. G. Whelbo, B.Sc., M.Ed., F.R.I.C.

Required for January TEACHER to be in charge of CAREERS. Responsibilities will be considerable and flourishing department. Scale 3 (£3,117 to £3,717 as at 1.4.76) plus £201 London.

Applications to Headmaster, giving curriculum vitae and names and addresses of two referees.

ESSEX
COUNTY COUNCIL

HASSENBROOK COMPREHENSIVE SCHOOL
(Roll 1,810 Mixed)
Hassenbrook Road,
Stanford-le-Hope
Tel.: Stanford-le-Hope 71566

ART

Scale 3 or 4. To join team of five in Department, teaching to CSE, O- level and C.S.E. in theoretical examination papers in photography to advanced level. Suitable for latter, suitable candidate.

London Fringe Allowance of £382 per annum.

Application forms and further particulars from Divisional Education Officer, Exchange Street, Aylesbury, Bucks. HP20 1UU. Closing date 24th September.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT

MEDWAY DIVISION

ROCHESTER
Warren Wood Secondary School for Boys
Arethusa Road, Rochester
Required from January, 1977 or earlier to organise a TEACHING UNIT throughout the school, catering for pupils unable to cope with normal curriculum. Scale 3 plus responsibility allowance according to experience.
Application forms and further particulars from the Headmaster.

REDBRIDGE
(London Borough of)
WANSTEAD HIGH SCHOOL
Nutbrides Lane West, London E11 2AZ
Head: Mrs. P. M. C. Taylor, M.A.

Required in September or as soon as possible thereafter, a SPECIALIST TEACHER (Scale 3) having a special interest in woodwork, metalwork, work in wood and in the general art department of this mixed 11-18 well established comprehensive school resulting from the amalgamation of a boys' grammar school with a mixed secondary school. The school has established C.S.E., O- and A-level courses in both subjects.

Applicants will be required to take responsibility for the woodwork and metalwork areas of the general art department and to assist with the teaching of art in the first instance.

Please apply by letter to the Head Teacher at the school as soon as possible giving age, education, qualifications, teaching experience to date and having if possible, two referees.

Careers

Heads of Department

SUTTON
(London Borough of)
CHEEMSHAW HIGH SCHOOL
Cranhell Road, Sutton, Surrey
Headmaster: Mr. R. G. Whelbo, B.Sc., M.Ed., F.R.I.C.

Required for January TEACHER to be in charge of CAREERS. Responsibilities

SECONDARY
Domestic Subjects
continued

WEST SUSSEX
COUNTY COUNCIL
Bexhill Technical and Art College
Bexhill-on-Sea
HEAD of DEPARTMENT of DOMESTIC SCIENCE
Required January, 1977, to take responsibility for the development of Domestic Science courses in the Department, which is housed in a new building with excellent equipment. Applicants should be experienced teachers with Sixth Form experience and a good honours degree in Domestic Science or Home Economics. Salary according to qualifications and experience on Burnham Further Education Scale.
Application forms and further details from Principal, to whom they should be returned as soon as possible.

HERTFORDSHIRE
COUNTY COUNCIL
ST. ALBANS DIVISION
ST ALBANS GIRLS' SCHOOL, Sandpit Lane, St. Albans, Herts (700 girls growing to 900)
HOME ECONOMICS SPECIALIST required 1st November or January, 1977, to help HEAD of DEPARTMENT develop Home Economics Course with Sixth Form emphasis. Exciting department of flat and new equipment and staff. Scale 2 plus A.E. (£1,731 to £2,019).
Hard and dusty boots from Bursar on receipt of stamped addressed envelope.
Salary towards removal and resettlement expenses payable if approved beforehand.

WIRRAL
(Metropolitan Borough of)
BIRKENHEAD COUNTY SECONDARY SCHOOL, Mere Lane, Birkenhead, Wirral (Telephone 652 2112)
10.30 am roll

For 1st January 1977: HEAD of HOME ECONOMICS DEPARTMENT (Scale 3).

Application forms and further details from the Headteacher (Examination candidates only, to whom they should be returned within 7 days).

Other Posts on Scale 2 and above

EALING
(London Borough)
EDUCATION SERVICE
ADVISORY TEACHER, Scale 4, plus London Allowance £484
ADVISORY TEACHER for HOME ECONOMICS
An advisory teacher is sought for January, 1977. Applications from experienced teachers already in Scale 2 and above, Department of Inside and Secondary School Posts will be an advantage.
In appropriate cases, subject to conditions in existence, may be granted for local rate for housing purposes, removal expenses, lodging allowances and travelling expenses. Those requiring assistance should apply for accommodation.
Application forms available from Chief Education Officer, Education Offices, W5 5DU, to be returned by 14 days after the appearance of this advertisement.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HUBBARDS PARK SCHOOL
Hall Lane, Upminster
Appleby Drive, Harold Hill
Romford RM3 9SD
11 to 18 Comprehensive School situated on two sites
Required January, 1977, or earlier if possible:
Suitably qualified and experienced TEACHER to take charge of the ECONOMICS (Cookery and Needlework) sub-department in Area Experimental and to teach to all levels. There are five fully fitted rooms and two other members of the department. Scale 3 post available for suitable applicant. Soctish allowance payable.
There is a scheme for removal expenses.
Letters of application to Head giving full curriculum vitae and qualifications by referees.

KIRKLEES
METROPOLITAN COUNCIL
LIVERSEDGE SECONDARY SCHOOL
Robertstown Lane, Liversedge WF15 7LX
HEAD of HOME ECONOMICS (Scale 3) required for January or as soon as possible. Experienced teacher to organise and develop work in two Domestic Science rooms with another teacher.
Enthusiastic and interested colleagues sought, willingness to co-operate in whole range of school activities, including pastoral care of older children.
Application forms and further particulars related to post and interview please, from the Headmaster at the school.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
ADVISORY TEACHERS (or the equivalent) will be required for appointment in January, 1977, to the Nottingham Area Teachers' Centre, Bingham, Notts (Tel: Bingham 2211).
Applications are invited for the following posts:
ADVISORY TEACHER for HOME ECONOMICS
ADVISORY TEACHER for HOME ECONOMICS
A vacancy is sought for January, 1977. Applications are welcome from teachers already in Scale 2 and above, Department of Inside and Secondary School Posts will be an advantage.
In appropriate cases, subject to conditions in existence, may be granted for local rate for housing purposes, removal expenses, lodging allowances and travelling expenses. Those requiring assistance should apply for accommodation.
Application forms available from Chief Education Officer, Education Offices, W5 5DU, to be returned by 14 days after the appearance of this advertisement.

HAVERING
(London Borough of)
EDUCATION DEPARTMENT
HUBBARDS PARK SCHOOL
Hall Lane, Upminster
Appleby Drive, Harold Hill
Romford RM3 9SD
11 to 18 Comprehensive School situated on two sites
Required January, 1977, or earlier if possible:
Suitably qualified and experienced TEACHER to take charge of the ECONOMICS (Cookery and Needlework) sub-department in Area Experimental and to teach to all levels. There are five fully fitted rooms and two other members of the department. Scale 3 post available for suitable applicant. Scottish allowance payable.
There is a scheme for removal expenses.
Letters of application to Head giving full curriculum vitae and qualifications by referees.

KIRKLEES
METROPOLITAN COUNCIL
LIVERSEDGE SECONDARY SCHOOL
Robertstown Lane, Liversedge WF15 7LX
HEAD of HOME ECONOMICS (Scale 3) required for January or as soon as possible. Experienced teacher to organise and develop work in two Domestic Science rooms with another teacher.
Enthusiastic and interested colleagues sought, willingness to co-operate in whole range of school activities, including pastoral care of older children.
Application forms and further particulars related to post and interview please, from the Headmaster at the school.

Scale 1 Posts

ESSEX
COUNTY COUNCIL
HAZELWOOD COMPREHENSIVE SCHOOL, Hall Lane, Wickford
Basildon Road
Hazelwood, Nr. Wickford
Tel: Stanford-le-Hope 71066
NEEDLEWORK
To teach in 1 O and C.S.E. classes. New suite of Home Economics Rooms.
Salary according to Burnham Scale plus allowance of £1,560 per annum.
Application forms and further particulars may be obtained from the Head of the Department to whom completed application forms should be returned.

HAMPSHIRE
NORTH WEST AREA
HARROW WAY SCHOOL, Harrow Way, Andover, Hants.
11 to 18 Comprehensive Mixed (1,170) on roll
Required as soon as possible:
TEACHER of HOME ECONOMICS. First Appointment apply.
Scale 2.
Please write to the head giving curriculum vitae and the names of referees, with reference to any educational reforms. Assistance with removal expenses. Further details and application forms from the Secretary, Education Office, Andover.

HERTFORDSHIRE
COUNTY COUNCIL
51, ADAMS DRIVE
ST ALBANS GIRLS' SCHOOL, Sandpit Lane, St. Albans, Herts (700 girls growing to 900)
HOME ECONOMICS SPECIALIST required 1st November or January, 1977, to take responsibility for the development of Home Economics courses with Sixth Form emphasis. Exciting department of flat and new equipment and staff. Scale 2 plus A.E. (£1,731 to £2,019).
Hard and dusty boots from Bursar on receipt of stamped addressed envelope.
Salary towards removal and resettlement expenses payable if approved beforehand.

HERTFORDSHIRE
COUNTY COUNCIL
STEVENAGE DIVISION
CHELLS SCHOOL, Mobbsbury Way, Stevenage (Group 10)
TEACHER of HOME ECONOMICS required for November or the 1 term entry (exceptional circumstances) for the development of a new department. Applicants would be expected to take responsibility for the Home Economics courses with Sixth Form emphasis. Scale 3 plus A.E. (£2,019 to £2,307).
Application forms and further particulars from the Headmaster (Examination candidates only, to whom they should be returned within 7 days).

KIRKLEES
METROPOLITAN COUNCIL
LIVERSEDGE SECONDARY SCHOOL
Robertstown Lane, Liversedge WF15 7LX
HEAD of ENGLISH (Scale 3) required for January or as soon as possible. Experienced TEACHER to help HEAD of ENGLISH and ENGLISH to C.S.E. Primary Secondary Mixed School. Lively, ambitious teacher required to develop the wide scope of school activities, including specialised courses with the Sixth Form.
Application forms and further particulars from the Headmaster, Miss Whitehead, to whom completed forms should be returned.

English

Heads of Department

BEDFORDSHIRE
EDUCATION SERVICE
NORTHERN AREA
THE SAMUEL WHITBREAD ACADEMY, Shefford
Hockliffe Road, Clifton, Shefford
Bedfordshire SG17 5QS
Headteacher: K. R. Dodsworth, M.A.
(Tel: 0462 811566)
HEAD of ENGLISH DEPARTMENT (Scale 4)
Well qualified TEACHER to lead a large English Department in this rapidly developing School with responsibility for professional development and examining policy. Situated 50 miles midway between London and Scotland. The School has a new and growing Sixth Form.
The HEAD of MODERN LANGUAGES, Neil Cline, Esq., M.A. (Cantab.), writes:
"Comprehensive School in good residential area. Staff and pupils from Middle Class. Course to C.S.E., G.C.E. O and A level are well established. Expanding Sixth Form."
HEAD of ENGLISH DEPARTMENT (Scale 4)
Well qualified and experienced and enthusiastic TEACHER required to lead a strong Department which has a fine record of academic success.
There is a scheme for removal expenses.
Letters of application in Head Teacher's own writing and naming two referees and quoting this reference 1166 and marked "Confidential" to be sent to the Headteacher.

KIRKLEES
METROPOLITAN COUNCIL
LIVERSEDGE SECONDARY SCHOOL
Robertstown Lane, Liversedge WF15 7LX
HEAD of ENGLISH (Scale 3) required for January or as soon as possible. Experienced TEACHER to help HEAD of ENGLISH and ENGLISH to C.S.E. Primary Secondary Mixed School. Lively, ambitious teacher required to develop the wide scope of school activities, including specialised courses with the Sixth Form.
Application forms and further particulars from the Headmaster, Miss Whitehead, to whom completed forms should be returned.

LINCOLNSHIRE
LEVENTHORPE GARTREE SECONDARY SCHOOL, Sibsey
Nr. Boston
Group 8. Number on Roll 500 + (Planned for 1,000)
Required for January, 1977, a well qualified and experienced TEACHER of ENGLISH to take responsibility for the development of the subject in this new building in a stimulating environment with the numbers on roll will approximate 1,100 but the ultimate number will be 900 plus on roll, including the Sixth Form. Teachers should serve the 11 to 16 age range. The whole of the Lincolnshire Bedfordshire area.
Required for January, 1977, HEAD of ENGLISH DEPARTMENT (Scale 4) and a well qualified and experienced TEACHER is sought, to be responsible for English in the Sixth Form. The

SECONDARY
Music
continued

ENFIELD
(London Borough of)
EDUCATION COMMITTEE
LANGUAGE UNIT FOR SPECIFIC ASSISTED TEACHER SCHOOL (Ages Commencement)
The Bible Oxford, RG17PX
(Roll 120 rising to 150)
Teacher-pupil ratio 1:5
Required in January, 1977, a suitably qualified and experienced TEACHER to take charge of the Music Department. The Department is well equipped with specialist music rooms and instrumental practice rooms.
Peripatetic teaching is provided for violin, clarinet and brass. A school choir, a brass band, a wind band and recorder groups are well-established.
Consideration given to the following: (a) Graduate status. (b) Generous assistance with removal costs. (c) Temporary furnished accommodation for up to two months. (d) Assistance up to four months in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned as soon as possible.

ESSEX
COUNTY COUNCIL
LEIGH SECONDARY BOYS' SCHOOL
(Roll 70 approximately)
Burdon Lane, Loughton
Telephone 01-508 4080
HEAD OF MUSIC
(Scale 3)
Required for January, 1977. The responsibility involves the organisation of the department's teaching for pupils aged 11 to 18 and of A level, the training of the brass band and other musical groups, participation in the development of the Leaving Essex and Tuition Orchestra and overall responsibility for the role of musical director in school productions.
Application forms and further particulars may be obtained from the Head of the School to whom completed application forms should be returned.

GLOUCESTERSHIRE
BROCKWORTH SCHOOL
11 to 18 Comprehensive.
(1,100 on roll)
Required for Spring Term, 1977.
HEAD of MUSIC Scale 3
Send stamped addressed envelope for full application form and details to the Headmaster, Brockworth School, Mill Lane, Brockworth.

HULL
HYMERS COLLEGE
Hull
H.M.C., 800 Boys
The post of DIRECTOR of MUSIC will be vacant from January, 1977, by the retirement of the present Director.
Candidates should write to the Headmaster with full details of qualifications and experience, and the names of two referees.

MERTON
(London Borough of)
EDUCATION COMMITTEE
DARTI (MIXED) HIGH SCHOOL
(Mixed 11-18 Comprehensive, Boys' Entry 894)
Holborn Road, Morden, Surrey.
Headmaster, Mr. J. P. Allnut, B.Sc.
(Age range 11 to 18 years)
HEAD of MUSIC (Scale 3) required for January, 1977. The successful applicant will be given every encouragement to develop the vocal and instrumental work in all its aspects. The Department is well equipped with specialist music rooms and three practice rooms.
Peripatetic teaching is provided for violin, clarinet and brass. A school choir, a brass band, a wind band and recorder groups are well-established.
Consideration given to the following: (a) Graduate status. (b) Generous assistance with removal costs. (c) Temporary furnished accommodation for up to two months. (d) Assistance up to four months in certain cases.
Application forms obtainable from the Headmaster to whom they should be returned by 30th Sept. [earlier, 1976].

STAFFORDSHIRE
EDUCATION COMMITTEE
SHERBROOK SCHOOL
Richmond Road, Cannock
(Roll 1,100)
Applications are invited from well-qualified, experienced candidates for the post of HEAD of MUSIC. The governors are seeking to appoint a man or woman who will develop musical activities across the whole ability range in a school which is comprehensive at 11+ and 16+ levels.
Further details and forms of application are available from the Headmaster (stamped addressed envelope).

TAMESIDE
METROPOLITAN BOROUGH
DROYLSDEN GIRLS' SECONDARY SCHOOL
Manor Road, Droylsden M35 7AB
(Mixed Roll 1,000)
The school has well-developed music department and offers courses in CSE and O level. In addition there is a strong choral tradition, a brass band and junior and senior orchestras.
The successful candidate would also be responsible for conducting a four-part Barbershop instrumental trio.
Application forms and further details are available from the Headmistress at the school, and should be returned not later than 30th September [1976].
Telephone 061 370 2777 Ridgeway 1115.

WALSALL
METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
PERRYCROFT SCHOOL
Applications are inviting for the following posts:
HEAD of INSTRUMENTAL MUSIC (Scale 3), an enthusiastic pianist capable of teaching all instruments with sufficient experience to lead the instrumental teachers and take part in the daily music service.
PIANIST (Scale 1).
Please apply to the Headmaster for application forms which should be returned to him as early as possible.

Other Posts on Scale 2 and above

DERBYSHIRE
PLUMPTON HOUSE, TEACHER
Applications are invited from suitably qualified and experienced MUSICIANS for appointment as TEACHER in charge of CELLO and DOUBLE BASS.
The post is full-time and will involve teaching small groups of children, mainly but not exclusively in secondary schools in the Area Youth Orchestras and in the Derbyshire Youth Orchestra. The candidate who will be required to be resident, will be paid a Travelling allowance payable.
Further details and application forms available from and returnable to the Area Education Officer, New Bridge Street, Chesterfield. Closing date, 4th October [1976].

SHEFFIELD
EDUCATION COMMITTEE
INSTRUMENTAL MUSIC SERVICES
Required as soon as possible
PERIPATETIC TEACHER of BRASS INSTRUMENTS
This post carries a Scale 3 allowance for the suitably qualified applicant. Teacher with trumpet will be preferred. Teacher with trombone will be a regular playing colleague in the Brass Quintet and Band.
The Service employs 31 full-time and 21 part-time teachers. One-to-one work in all schools is supplemented by class lessons in pre-service work and rehearsals. All 31 full-time teachers follow a place within normal school hours. Essential car or motor allowance is payable.
Further details and application forms, to be returned in the first instance, are obtainable from Mr. David R. Gwenlles, Head of Instrumental Music Service, Upper Hallam Pastures Music Centre, Warren Street, Sheffield, S5 7AN.

Scale 1 Posts

CITY OF BIRMINGHAM
EDUCATION DEPARTMENT
BROADWAY SCHOOL
The Broadway, Birmingham 15
(Roll 1,000)
FULL-TIME TEACHER, Scale 1 (likely to be followed by vacancy for part-time teacher) required for January, 1977. The Lower School classes, consisting of five streams, are taught in mixed ability groups. The Department is well equipped with specialist music rooms and three practice rooms.
Application forms and further details are available from the Headmaster at the school, and should be returned not later than 30th September [1976].
Telephone 021 772 2777 Extension 115.

DEVON
PUBLIC SECONDARY SCHOOL FOR BOYS
Colleton Street, Plymouth
Required for a temporary or permanent appointment TEACHER of MUSIC (Scale 1 — main English Scale).
Please apply to the Headmaster for application forms which should be returned to him as early as possible.

DONCASTER
EDUCATION COMMITTEE
HATFIELD COMPREHENSIVE
Hurst Lane, Auckley, Doncaster
Telephone: Doncaster 770393
Teacher for January, 1977:
MUSIC TEACHER required who is also prepared to undertake a significant number of English lessons in the Lower School and some C.S.E. and O level English work.
Ability to play the piano and guitar is desirable and an interest in jazz, folk and pop music is essential.
Ability to play the piano and guitar is desirable and an interest in jazz, folk and pop music is essential.
Application forms and further details from the Head of the School.
Closing date for applications, 20th September, 1976.

DURHAM
COUNTY COUNCIL
BARNARD CASTLE TEESDALE COMPREHENSIVE SCHOOL
(Roll 1,200)
Required for January, 1977, to teach to at least C.S.E. level in 11-13 years, TEACHER of MUSIC who can also contribute to the organised school.
Further details with application form.
Planned addressed envelope for application form to Area Administrative Officer, Area Education Office, Kingsway, Bishop Auckland.
Closing date for receipt of applications, September 27th, 1976.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Comprehensive Coeducational 11 to 18 years)
TEACHER of MUSIC, Scale 1, to teach throughout the school in a mixed ability setting. Limited tuition work available for suitable candidate.
Terms of application and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man. Closing date: 1st October, 1976.

LIVERPOOL
PERIPATETIC MUSIC TEACHER
Burnham Scale 1
FULL-TIME INSTRUMENTALISTS required as soon as possible to teach the CELLO and DOUBLE BASS in secondary schools and by the Authority's Music Service. Applicants should be graduates or have gained other acceptable qualifications. Salary Scale 1 (£1,536 rising by 6 annual increments to £2,682 plus £222 per annum London allowance where applicable).
Unqualified persons will be considered for the special salary scale for teachers.
Forms and further particulars may be obtained from the Director of Education, 14 Sir Thomas Street, Liverpool L2 6XJ, to be returned by 30th September. Quote reference 2/1.

WALSALL
METROPOLITAN BOROUGH
EDUCATION COMMITTEE
PERRYCROFT INSTRUMENTAL SERVICES
Required as soon as possible
PERIPATETIC TEACHERS (IN-STRUMENTAL) for violin, clarinet and brass to join the Authority's well established team of peripatetic teachers.
Teaching posts available from September 1976 or January 1977 and double bass teachers and violin teachers from January 1977.
Applications from college leavers will be considered.
Ability to help with Saturday morning music centres and the Borough Youth orchestra will be an added advantage.
Application forms obtainable from the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DG.

Pastoral

Heads of Department

GLOUCESTERSHIRE
CLEEVE SCHOOL
Cleeve Hill, Cheltenham
(Mixed 11-18 Comprehensive)
Required from January, 1977, or as soon as possible thereafter, a HEAD of YEAR for this comprehensive school which has 1,500 pupils and 100 teachers in the area of Cheltenham.
The post will involve pastoral responsibility for 220 pupils from years 7 to 11.
Further details and forms of application from the Headmaster, Enclose stamped addressed envelope.

ISLE OF MAN
BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
(Comprehensive Coeducational 11 to 18 years)
HEAD of YEAR 7, Scale 2, with responsibility for the pastoral work of the first year. Limited tuition work available for suitable candidate.
Terms of application and further details from the Headmaster, Castle Rushen High School, Castletown, Isle of Man. Closing date: 1st October, 1976.

LIVERPOOL
PERIPATETIC MUSIC TEACHER
Burnham Scale 1
FULL-TIME INSTRUMENTALISTS required as soon as possible to teach the CELLO and DOUBLE BASS in secondary schools and by the Authority's Music Service. Applicants should be graduates or have gained other acceptable qualifications. Salary Scale 1 (£1,536 rising by 6 annual increments to £2,682 plus £222 per annum London allowance where applicable).
Unqualified persons will be considered for the special salary scale for teachers.
Forms and further particulars may be obtained from the Director of Education, 14 Sir Thomas Street, Liverpool L2 6XJ, to be returned by 30th September. Quote reference 2/1.

Physical Education

Heads of Department

ESSEX
COUNTY COUNCIL
MOULSHAM HIGH SCHOOL
Beehive Lane, Chelmsford
Telephone Chelmsford 60101
HEAD OF GIRLS' PHYSICAL EDUCATION
(Scale 3)
Required, preferably, January, 1977. Facilities include Sports Hall, swimming pool, gymnasium, squash courts, tennis courts, playing fields on school site.
Application forms and further details may be obtained from the Head of the School to whom completed application forms should be returned.

NEWHAM
(London Borough of)
EARDLEY HOUSE SCHOOL
Pentney Road, Streatham, S.W.16
Head Teacher: Miss B. E. Haines, M.A.
The school is situated near Streatham Common, Clapham, Lines and Central Hill and provides 1,000 places for children between the ages of 2½ and 16 years.
Applications are invited for the following posts:
HEAD of PHYSICAL EDUCATION DEPARTMENT.
Scale 4. Graduate. Responsible for the organisation and development of the Physical Education Department which has two gymnasia, playing fields and a swimming pool. Applicants should be willing to take part in the extra-curricular activities of the school.
Application forms and further details may be obtained from the Head Teacher, to whom they should be returned by the 20th September, 1976.

Religious Education

Heads of Department

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
ROOKSLEY HEAD OF GRAMMAR
Rooksley High School, Woodlands Avenue, Wealdstone
Telephone number 01-427 5410
Salary £7,407 as possible, or for the right candidate, more.
HEAD of RELIGIOUS EDUCATION DEPARTMENT
Application forms from and to be returned to the Head Teacher, Miss E. B. Haines, M.A.
The school is situated near Streatham Common, Clapham, Lines and Central Hill and provides 1,000 places for children between the ages of 2½ and 16 years.
Applications are invited for the following post:
HEAD of PHYSICAL EDUCATION DEPARTMENT.
Scale 4. Graduate. Responsible for the organisation and development of the Physical Education Department which has two gymnasia, playing fields and a swimming pool. Applicants should be willing to take part in the extra-curricular activities of the school.
Application forms and further details may be obtained from the Head Teacher, to whom they should be returned by the 20th September, 1976.

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster
DN1 2EP
Telephone Doncaster 66559
Full details and application form available on receipt of stamped addressed envelope. Closing date, 24th September, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE GRAHAM BALFOUR HIGH SCHOOL
Stone Road, Stafford
(Roll 1,200 (100 in Sixth Form)
HEAD of RELIGIOUS EDUCATION (Scale 3), as from January, 1977, in this established, thriving, mixed comprehensive school situated in Stafford. The successful candidate will be expected to organise and develop the teaching of Religious Education throughout the school, to contribute to the Sixth Form General Studies programme and to undertake pastoral duties within the framework of the House system.
Application forms and further details obtainable from the Deputy Head (Pastoral).
Closing date for receipt of completed forms, 20th September, 1976.

KIRKLEES
METROPOLITAN COUNCIL
EARLSHEATON HIGH SCHOOL
Gorseybury Road, Dewsbury WF12 7DE
Required for January, 1977, experienced TEACHER of GIRLS PHYSICAL EDUCATION to assist with the organisation of games.
Application form (stamped addressed envelope) from the Headmistress. Completed forms should be returned by 24th September.

NORTH TYNESIDE
Metropolitan Borough of)
EDUCATION COMMITTEE
MONKSEATON HIGH SCHOOL
Albion Road West, North Shields NE29 0RP
Headmaster, Mr. T. E. Brassington, M.A.
Required for 1st January, 1977:—
HEAD of DEPARTMENT for PHYSICAL EDUCATION (Girls) to be responsible for Physical Education within the department.
Suitably qualified women graduates, preferably specialising in games, are invited to apply for this post. Applicants should have a full range of games qualifications and be able to contribute to the Physical Education programme.
Application forms are available on receipt of stamped addressed envelope from the Headmaster. Completed forms should be returned by the 24th September, 1976.

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
ROOKSLEY HIGH SCHOOL
Rooksley High School, Woodlands Avenue, Wealdstone
Telephone number 01-427 5410
HISTORY, Scale 1, possible, or for the right candidate, more.
Required for January, 1977, or as soon as possible thereafter.
Application forms and further particulars from the Headmaster, Mr. T. E. Brassington, M.A.

I.EICESTERSHIRE
STRETTON HIGH SCHOOL
Stonehill Avenue, Birstall
Leicester
In the Leicestershire Plan for the Organisation of Secondary Education
HEAD of RELIGIOUS EDUCATION
Scale 3
Required January, 1977, a graduate teacher to be responsible for the Religious Education throughout the school and for two subjects

Rural Studies

Other Posts on Scale 2 and above

HAMPSHIRE
SOUTHAMPTON AREA
THE DEANERY SCHOOL
North Baddesley, Southampton
SO5 9AGE
Required for January, 1977:
SCIENCE, 2 posts.
Teacher with suitable qualifications and experience in the Physics Department to teach Physics to G.C.E. 'O' level and Nuffield Science throughout the 5 years to C.S.E. and G.C.E. 'O' level.
Teacher with suitable qualifications and experience in the Biology Department to teach Biology to G.C.E. 'O' level and Nuffield Science throughout the 5 years to C.S.E. and G.C.E. 'O' level.
Application forms and further details available from the Headmaster, Mr. M.A.J. at the School.
Assistance with removal expenses in approved cases.

Scale 1 Posts

BIRMINGHAM
HANDSWORTH GRAMMAR SCHOOL FOR BOYS
Grove Lane, Handsworth
Birmingham 21
760 boys, 170 in Sixth Form
Voluntary aided grammar
Required for January, ASSISTANT MASTER or MISTRESS to teach Biology throughout the school. Salary Scale 1 (£1,536 rising by 6 annual increments to £2,682 plus £222 per annum London allowance where applicable).
Unqualified persons will be considered for the special salary scale for teachers.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Bamber, Handsworth Grammar School, Birmingham 21.
Closing date: 24th September.

KIRKLEES
METROPOLITAN COUNCIL
THORNHILL HIGH SCHOOL
Thornhill, Dewsbury
WF12 0HD
Comprehensive 11-16 years
(Number on roll 960)
Required for September, 1977, TEACHER of BOYS' PHYSICAL EDUCATION
Applications are invited from suitably qualified candidates for the post of TEACHER of BOYS' PHYSICAL EDUCATION to be responsible for 330 pupils from years 7 to 11.
Further details and forms of application from the Headmaster. Enclose stamped addressed envelope.

Science

Heads of Department

BRADFORD (City of)
METROPOLITAN COUNCIL
BECKFOOT GRAMMAR SCHOOL
Bingley
Required for January, 1977:
PHYSICS TEACHER
Scale 3. Teaching post. Salary £5,832 rising by annual increments to £6,804 plus £222 per annum London allowance where applicable.
Established Courses. Up to 6 qualified classes, one of which could be a Sixth Form class. An interest in the sciences and in the Nuffield Science Courses is desirable.
Application forms may be obtained from the Head Teacher, Mr. R. Hindley, and returned to him by 20th September.

WIGAN
(Metropolitan Borough of)
HEAD of PHYSICS, Scale 4,
HINDLEY AND ABRAM GRAMMAR SCHOOL
Park Road, Hindley, Wigan
(Roll 1,000)
1000 boys and girls, 170 Sixth Form
Required for January, 1977, Strong Department with Good Work.
Scale 4 plus allowance.
Apply by letter stating Ref. A17, to the Headteacher giving the names and addresses of two referees.
Further particulars will be sent on application. Closing date 24th September, 1976.

Other Posts on Scale 2 and above

WARWICKSHIRE
BISHOP BRIGHT R.C. AIDED GRAMMAR SCHOOL
Leamington Spa, CV32 5HE
Leamington Spa 24002
(Mixed Roll to rise to 1,000)
Required as soon as possible thereafter:
PHYSICS with some CHEMISTRY
Application forms and further particulars from the Headmaster, Mr. M.A.J. at the School.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKILLEN JUNIOR HIGH SCHOOL
Required for January, 1977, in this comprehensive Co-Educational school of 1,350 pupils, age range 11-16 years:
TEACHER of GENERAL SCIENCE.

LINCOLNSHIRE
ANGLESEY HIGH SCHOOL
Burton Road, Lincoln
(Roll 1,000 on roll 600)
HEAD of RELIGIOUS EDUCATION
Required for January, 1977.
A Scale 3 appointment is available for a suitably qualified teacher to establish and develop the teaching of Religious Education throughout the school.
Full details and application form available on receipt of stamped addressed envelope from the Headmaster of the School, Shannon Avenue, Lincoln. Closing date, 24 September, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE GRAHAM BALFOUR HIGH SCHOOL
Stone Road, Stafford
(Roll 1,200 (100 in Sixth Form)
HEAD of RELIGIOUS EDUCATION (Scale 3), as from January, 1977, in this established, thriving, mixed comprehensive school situated in Stafford. The successful candidate will be expected to organise and develop the teaching of Religious Education throughout the school, to contribute to the Sixth Form General Studies programme and to undertake pastoral duties within the framework of the House system.
Application forms and further details obtainable from the Deputy Head (Pastoral).
Closing date for receipt of completed forms, 20th September, 1976.

Other Posts on Scale 2 and above

BARNET
(London Borough of)
SOUTHAL SCHOOL
Hendon Lane, Finchley
(Mixed Comprehensive 11 to 16)
(Roll 1,050)
HEAD of SCIENCE
Required for January, 1977. This is a new post and the successful candidate should be willing to undertake some teaching.
Further details from the Headmaster, Mr. J. Kelso Cochrane, to whom applications should be returned by September 24, 1976.

CUMBRIA
EDUCATION COMMITTEE
LOCHINVAR SCHOOL
Longtown
(Comprehensive: 11-16. Mixed: Roll 750)
Required for January, 1977 or earlier possible, TEACHER of HOUSEHOLD EDUCATION (Scale 3).
Application forms together with further details available from G. A. Dunlop, Assistant Director of Education, Civic Centre, Carlisle to be returned by 1st September, 1976.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
ROOKSLEY HIGH SCHOOL
Rooksley High School, Woodlands Avenue, Wealdstone
Telephone number 01-427 5410
PHYSICS, Scale 1, possible, or for the right candidate, more.
Required for January, 1977, or as soon as possible thereafter.
Application forms and further particulars from the Headmaster, Mr. T. E. Brassington, M.A.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SCHOOLS PLANNING DIVISION
BEVERLEY GIRLS' HIGH SCHOOL
Queensgate, Beverley, HU17 9EX.
(Roll 1,000)
Required for January, 1977:
TEACHER of RELIGIOUS STUDIES
Application forms and further information from the Headmistress, Miss M. Hall, to whom completed forms should be returned by 20th September, 1976.

LINCOLNSHIRE
ANGLESEY HIGH SCHOOL
Burton Road, Lincoln
(Roll 1,000 on roll 600)
HEAD of RELIGIOUS EDUCATION
Required for January, 1977.
A Scale 3 appointment is available for a suitably qualified teacher to establish and develop the teaching of Religious Education throughout the school.
Full details and application form available on receipt of stamped addressed envelope from the Headmaster of the School, Shannon Avenue, Lincoln. Closing date, 24 September, 1976.

STAFFORDSHIRE
EDUCATION COMMITTEE
THE GRAHAM BALFOUR HIGH SCHOOL
Stone Road, Stafford
(Roll 1,200 (100 in Sixth Form)
HEAD of RELIGIOUS EDUCATION (Scale 3), as from January, 1977, in this established, thriving, mixed comprehensive school situated in Stafford. The successful candidate will be expected to organise and develop the teaching of Religious Education throughout the school, to contribute to the Sixth Form General Studies programme and to undertake pastoral duties within the framework of the House system.
Application forms and further details obtainable from the Deputy Head (Pastoral).
Closing date for receipt of completed forms, 20th September, 1976.

EAST SUSSEX
(EASTBOURNE AREA)
EASTBOURNE GRAMMAR SCHOOL FOR GIRLS
EASTBOURNE BOYS' GRAMMAR SCHOOL
(Roll 1,000 each)
The two schools will amalgamate in September, 1977, and will operate for two years, as now, on their present sites, which they will hold jointly, before full move to new premises on a common site.
Relocation grants available.
Applications are invited for the following posts:
HEAD of PHYSICS DEPARTMENT, Scale 3. This post will be advertised in September, 1977, and will be open only to qualified candidates of the combined sixth form.
Application forms and further details (stamped addressed envelope) from the Headmaster of the combined sixth form, Mr. S. J. Mayes, Eastbourne Grammar School for Girls, King Edward's Parade, Eastbourne.
Closing date: 24th September.

EAST SUSSEX
(EASTBOURNE AREA)
HAMPDEN PARK COUNTY SECONDARY SCHOOL
Hampden Park, Eastbourne
BN22 9HG
Required for 1977, HEAD of SCIENCE DEPARTMENT (Scale 3).
Applications are invited for this post which will be established from September, 1977. The successful candidate will be responsible for developing the science courses well established in the school and for introducing new courses in line with the Nuffield Science Courses.
Application forms and further details available from the Headmaster, Mr. J. Bamber, Hampden Park County Secondary School, Kings Drive, Eastbourne.
Closing date: 24th September.

ESSEX
COUNTY COUNCIL
ALDERMAN BLAKEY SCHOOL
(High Roll)
Walnut Tree Avenue
Colchester
HEAD of SCIENCE
SCALE 4. An exceptionally challenging post for a graduate with proven ability and experience in the organisation and development of Science to first year examination level. Applicants should be able to teach Physics to first year examination level. Applicants should be able to teach Physics to first year examination level.
Application forms and further particulars from the Headmaster, Mr. R. Hindley, and returned to him by 20th September.

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for 1st January, 1977, the following duties (posts) and TEACHERS for the following:
NEWPORT HIGH SCHOOL
(11 to 18 Comprehensive)
HEAD of CHEMISTRY. Opportunities for innovation, to develop courses for 11-18 year olds.
Application forms and further information, which should be returned as soon as possible, from the Headmaster, Mr. D. Lewis, Newport High School, Newport, Gwent.

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster
DN1 2EP
Telephone Doncaster 66559
Applications are invited for the appointment from 1st January, 1977, of a TEACHER of PHYSICS, Scale 3, to work alongside two colleagues in the Department, contributing 2 Grammar lessons and 2 Secondary School lessons.
Required January, 1977, HEAD of PHYSICS. Scale 3, suitably qualified to lead and maintain the tradition of success of the former Dual-Grammar School. Responsible for 2 Boys and Girls Physics Departments and to contribute to planning for the whole ability range.
Assistance with removal expenses in approved cases.
Application forms and further details obtainable from the Headmaster of the combined sixth form, Mr. S. J. Mayes, Eastbourne Grammar School for Girls, King Edward's Parade, Eastbourne.
Closing date: 24th September.

ESSEX
COUNTY COUNCIL
HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope
Hassenbrook Road
Tel: Stanford-le-Hope 71566
PHYSICS
To join Department of young teachers to work to O level and beyond. Good laboratories. Science of 2 periods per annum.
KING EDWARD'S CE GRAMMAR SCHOOL
Broomfield Road, Chelmsford.
Tel: Chelmsford 57510
PHYSICS
For January or earlier. Lynn Sixth. Laboratory work. Should be interested in work for CSE and beyond. Applications with details of qualifications and experience and the names of two referees, to the Headmaster.

Scale 1 Posts

BARNET
(London Borough of)
COPTHALL SCHOOL
Rowan Drive, Mill Hill, NW7 2EP
01-203 1074
Girls' Comprehensive. 11-18.
Required for January, 1977
HEAD of SCIENCE
(Scale 3 to teach Chemistry to the middle and upper 5 years and a little Physics to the middle school. In appropriate cases assistance may be given by way of payment of up to £600 per cent removal expenses and the payment of separation allowances.
Apply in writing to the Headmistress giving full details of qualifications, experience and name of two referees (stamped addressed envelope).

CUMBRIA
EDUCATION COMMITTEE
LOCHINVAR SCHOOL
Longtown
(Comprehensive: 11-16. Mixed: Roll 750)
Required for January, 1977 or earlier possible, TEACHER of HOUSEHOLD EDUCATION (Scale 3).
Application forms together with further details available from G. A. Dunlop, Assistant Director of Education, Civic Centre, Carlisle to be returned to the Headmaster by 1st September, 1976.

HARROW
EDUCATION COMMITTEE
Applications are invited from suitably qualified TEACHERS for the following post:
ROOKSLEY HIGH SCHOOL
Rooksley High School, Woodlands Avenue, Wealdstone
Telephone number 01-427 5410
PHYSICS, Scale 1, possible, or for the right candidate, more.
Required for January, 1977, or as soon as possible thereafter.
Application forms and further particulars from the Headmaster, Mr. T. E. Brassington, M.A.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
SCHOOLS PLANNING DIVISION
BEVERLEY GIRLS' HIGH SCHOOL
Queensgate, Beverley, HU17 9EX.
(Roll 1,000)
Required for January, 1977:
TEACHER of RELIGIOUS STUDIES
Application forms and further information, which should be returned as soon as possible, from the Headmistress, Miss M. Hall, to whom completed forms should be returned by 20th September, 1976.

LINCOLNSHIRE
ANGLESEY HIGH SCHOOL
Burton Road, Lincoln
(Roll 1,000 on roll 600)
HEAD of RELIGIOUS EDUCATION
Required for January, 1977.
A Scale 3 appointment is available for a suitably qualified teacher to establish and develop the teaching of Religious Education throughout the school.
Full details and application form available on receipt of stamped addressed envelope from the Headmaster of the School, Shannon Avenue, Lincoln. Closing date, 24 September, 1976.

DORSET
ST. THOMAS MORE R.C. SECONDARY BILATERAL MIDDLE SCHOOL
Bridehead Avenue, Dorchester
(Roll 1,000)
Required 1st November 1976 or January, 1977, HEAD of RE DEPARTMENT. Scale 3. This is a new appointment to the staff which presently has 3 full-time teachers of RE. Applications are invited from suitably qualified candidates who will be responsible for developing the RE courses well established in the school and for introducing new courses in Religious Studies.
Application forms and further details available from the Headmaster, Mr. M.A.J. at the School.
Assistance with removal expenses in approved cases.

Scale 1 Posts

BIRMINGHAM
HANDSWORTH GRAMMAR SCHOOL FOR BOYS
Grove Lane, Handsworth
Birmingham 21
760 boys, 170 in Sixth Form
Voluntary aided grammar
Required for January, ASSISTANT MASTER or MISTRESS to teach Biology throughout the school in a mixed ability setting. Limited tuition work available for suitable candidate.
Salary Scale 1 (£1,536 rising by 6 annual increments to £2,682 plus £222 per annum London allowance where applicable).
Unqualified persons will be considered for the special salary scale for teachers.
Application forms and further particulars may be obtained from the Headmaster, Mr. J. Bamber, Handsworth Grammar School, Birmingham 21.
Closing date: 24th September.

EAST SUSSEX
(EASTBOURNE AREA)
HAMPDEN PARK COUNTY SECONDARY SCHOOL
Hampden Park, Eastbourne
BN22 9HG
Required for 1977, HEAD of SCIENCE DEPARTMENT (Scale 3).
Applications are invited for this post which will be established from September, 1977. The successful candidate will be responsible for developing the science courses well established in the school and for introducing new courses in line with the Nuffield Science Courses.
Application forms and further details available from the Headmaster, Mr. J. Bamber, Hampden Park County Secondary School, Kings Drive, Eastbourne.
Closing date: 24th September.

ESSEX
COUNTY COUNCIL
ALDERMAN BLAKEY SCHOOL
(High Roll)
Walnut Tree Avenue
Colchester
HEAD of SCIENCE
SCALE 4. An exceptionally challenging post for a graduate with proven ability and experience in the organisation and development of Science to first year examination level. Applicants should be able to teach Physics to first year examination level. Applicants should be able to teach Physics to first year examination level.
Application forms and further particulars from the Headmaster, Mr. R. Hindley, and returned to him by 20th September.

Religious Studies

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
DONCASTER GRAMMAR SCHOOL
Thorne Road, Doncaster
DN1 2EP
Telephone Doncaster 66559
Applications are invited for the appointment from 1st January, 1977, of a TEACHER of PHYSICS, Scale 3, to work alongside two colleagues in the Department, contributing 2 Grammar lessons and 2 Secondary School lessons.
Required January, 1977, HEAD of PHYSICS. Scale 3, suitably qualified to lead and maintain the tradition of success of the former Dual-Grammar School. Responsible for 2 Boys and Girls Physics Departments and to contribute to planning for the whole ability range.
Assistance with removal expenses in approved cases.
Application forms and further details obtainable from the Headmaster of the combined sixth form, Mr. S. J. Mayes, Eastbourne Grammar School for Girls, King Edward's Parade, Eastbourne.
Closing date: 24th September.

ESSEX
COUNTY COUNCIL
HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope
Hassenbrook Road
Tel: Stanford-le-Hope 71566
PHYSICS
To join Department of young teachers to work to O level and beyond. Good laboratories. Science of 2 periods per annum.
KING EDWARD'S CE GRAMMAR SCHOOL
Broomfield Road, Chelmsford.
Tel: Chelmsford 57510
PHYSICS
For January or earlier. Lynn Sixth. Laboratory work. Should be interested in work for CSE and beyond. Applications with details of qualifications and experience and the names of two referees, to the Headmaster.

LINCOLNSHIRE
ANGLESEY HIGH SCHOOL
Burton Road, Lincoln
(Roll 1,000 on roll 600)
HEAD of RELIGIOUS EDUCATION
Required for January, 1977, or as soon as possible thereafter.
A Scale 3 appointment is available for a suitably qualified teacher to establish and develop the teaching of Religious Education throughout the school.
Full details and application form available on receipt of stamped addressed envelope from the Headmaster of the School, Shannon Avenue, Lincoln. Closing date, 24 September, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD of RELIGIOUS EDUCATION
SCHOOL
Dunkirk Lane, Nottingham
(Boys' Roll 1,000)
Required January, 1977.
Ability to teach throughout the school.
Application forms for this post should be returned to the Headmaster, Mr. J. Bamber, Hampden Park County Secondary School, Kings Drive, Eastbourne.
Closing date: 24th September.

SUFFOLK
COUNTY COUNCIL
HUNSTON HIGH SCHOOL
(Mixed Comprehensive 13 to 18)
(Roll 1,000)
Required for January, 1977, HEAD of RELIGIOUS STUDIES (Scale 3). The post is to be established and the successful candidate should be willing to undertake some General Studies teaching.
Further details and application forms obtainable (stamped addressed envelope) from the Headmaster, Mr. J. Thurston, Upper Brighton, Hurst, St. Edmunds.

Social Studies

Other Posts on Scale 2 and above

RICHMOND UPON THAMES
(London Borough of)
RECTORY COMPREHENSIVE SCHOOL
Hanworth Road, Hampton
(Telephone No.: 01-979 3599)
Required for January, 1977, experienced TEACHER (Scale 3) to teach CHRISTIAN RELIGIOUS STUDIES and ENVIRONMENTAL STUDIES. The latter will not be required to take senior classes to examination level but will be expected to develop and run a successful Mono C.S.E. examination scheme. The successful teacher appointed will be expected to assist the Head of Department in the Humanities Department with some History and/or Geography. This post will be considered as a senior appointment, and an applicant for it rather than one interested in Social Studies work is required.
Outer London Allowance of £207 is payable.
Terms, job description and application form from the Head Teacher, Miss Elizabeth Lees, Rectory Comprehensive School, Hanworth Road, Hampton, Middlesex, TW12 3HD, to be returned by 30th September.

LINCOLNSHIRE
ANGLESEY HIGH SCHOOL
Burton Road, Lincoln
(Roll 1,000 on roll 600)
HEAD of RELIGIOUS EDUCATION
Required from December 1, 1976, or as soon as possible thereafter, a suitably qualified teacher to establish and develop the teaching of Religious Education throughout the school.
Full details and application form available on receipt of stamped addressed envelope from the Headmaster of the School, Shannon Avenue, Lincoln. Closing date, 24 September, 1976.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
HEAD of RELIGIOUS EDUCATION
SCHOOL
Dunkirk Lane, Nottingham
(Boys' Roll 1,000)
Required January, 1977.
Ability to teach throughout the school.
Application forms for this post should be returned to the Headmaster, Mr. J. Bamber, Hampden Park County Secondary School, Kings Drive, Eastbourne.
Closing date: 24th September.

SUFFOLK
COUNTY COUNCIL
HUNSTON HIGH SCHOOL
(Mixed Comprehensive 13 to 18)
(Roll 1,000)
Required for January, 1977, HEAD of RELIGIOUS STUDIES (Scale 3). The post is to be established and the successful candidate should be willing to undertake some General Studies teaching.
Further details and application forms obtainable (stamped addressed envelope) from the Headmaster, Mr. J. Thurston, Upper Brighton, Hurst, St. Edmunds.

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
KING EDWARD VI SCHOOL
Bury St. Edmunds
(11 to 16 Mixed Upper School: 1,250 on roll)
Headmaster, D. J. Pullen, M.A.
Required immediately, A TEACHER of RELIGIOUS STUDIES to share with a team offering an integrated course in Humanities to 13 mixed ability pupils. Ability to teach Mathematics to C.S.E. level would be an advantage. Interest in resources-based learning is essential.
Apply direct to the Headmaster giving curriculum vitae and the names and addresses of two referees.

Speech and Drama

Other Posts on Scale 2 and above

DONCASTER
EDUCATION COMMITTEE
DON VALLEY HIGH SCHOOL

SECONDARY
Technical Studies
continued

NEWHAM
(London Borough of)
Pupil-led post for HANDICRAFT (WOODWORK/METALWORK/ ENGINEERING).
Required January, 1977 — unqualified, qualified TEACHERS are invited to apply for the above remained post in unattached post in Secondary School. Travelling between Barrard White travelling between schools is payable.
Salary Scale 3. Teachers of some experience only need apply.
Burnham Scales plus London Allowance 1,962.
Previous applicants need not reapply.
Application forms are obtainable from the undersigned and should be returned as soon as possible.
L. S. Wilkie, M.A., Ph.D., Education Officer, Broadway, Stratford, London E15 4BP.

REDBRIDGE
(London Borough of)
ILFORD COUNTY HIGH SCHOOL (for Girls),
Fremantle Road, Barkingside, Ilford IG6 1RY.
Head: P. C. Young, B.Sc., M.Sc.
Required in September, 1976, or as soon as possible thereafter
WOODWORK/METALWORK to teach DESIGN AND TECHNOLOGY (one full Sylabus to O level. This will be a temporary appointment for one year, to replace a master on full secondment. Scale 2 post available for suitably qualified and experienced candidate.
Application form available from and returnable to the Headmaster at the above address as soon as possible (Tel: 01-550 2581).

REDBRIDGE
(London Borough of)
SEVEN KINGS HIGH SCHOOL (for Girls),
Cranbrook Road, Ilford, Essex IG3 8TR.
Headmistress, Miss M. E. Evans, M.A.
Required for September, or as soon as possible thereafter one TEACHER of TECHNICAL SUBJECTS, including Handicrafts and Technical Drawing. Both Upper and Lower School sizes in modern, well equipped accommodation for crafts. The examination objective is C.S.E., but G.C.E. courses must be developed in future years.
For suitable candidates able to take some responsibility, Scale 2 posts are available, however probationary Aided School drawing from the whole of Scale 1.
Send stamped addressed envelope to Headmaster for further details.

SUTTON
(London Borough of)
CARSHALTON HIGH SCHOOL FOR BOYS,
Winchcombe Road, Carshalton.
Required as soon as possible, an experienced or newly qualified TEACHER able to offer any combination of full courses — Metalwork, Woodwork, Technical Drawing, Technical work areas. This large and well equipped Department offers excellent opportunities to develop interests in the wide range of courses. Applicants should state extra curricular interests. Scale 2 allowance may be available to a suitably qualified candidate.
Applications to Headmaster in first instance.

WIGAN
Metropolitan Borough of:
Teaching vacancy January 1977, Secondary.
Scale 2.
(Ref. 1)
LEIGH GIRLS' HIGH SCHOOL
Leigh Road, Leigh WN7 3PW
Required for September, if possible, a TEACHER of TECHNICAL SUBJECTS, including Handicrafts and Technical Drawing. Both Upper and Lower School sizes in modern, well equipped accommodation for crafts. The examination objective is C.S.E., but G.C.E. courses must be developed in future years.
For suitable candidates able to take some responsibility, Scale 2 posts are available, however probationary Aided School drawing from the whole of Scale 1.
Apply by letter to the Headmistress, stating age, education, qualifications and teaching experience, and naming, if possible, two referees.

Scale 1 Posts

AVON COUNTY
ST. MARY REDCLIFFE AND TEMPLE C.E. SCHOOL,
Somerset Square, Bristol BS1 6RF
Required for January, 1977, TEACHER of WOODWORK and TECHNICAL DRAWING in this mixed 11-form entry. Duties to include Voluntary Aided School drawing from the whole of Scale 1.
Send stamped addressed envelope to Headmaster for further details.

BEDFORDSHIRE
EDUCATION SERVICE
SOUTHERN AREA
BECH HILL HIGH SCHOOL
Dunstable Road, Luton, LU4 8NW
Headmistress, Mrs. V. Mitchell-Bowles, B.Ed. (Hons.)
Required for September, 1976, TEACHER to join a progressive team developing a newly created Faculty of Design, teaching WOODWORK and METALWORK mainly to pupils in lower school. This is a mixed comprehensive high school in the 11-16 plus age group with 670 pupils on roll. Scale 1. Inner London Allowance payable.
The Authority has a scheme for teachers moving into the County to assist with removal expenses. Some assistance with accommodation may be possible.
Application forms obtainable from the Headmistress.

BERKSHIRE
LONG PLAIN COUNTY SECONDARY (COMPREHENSIVE) SCHOOL,
Dove Park Road, Maidenhead
(Tel: [illegible])
Required in September, ASSISTANT TEACHER for TECHNICAL STUDIES preferably a Woodwork or Metalwork specialist.
London Weighting £150 per annum. Assistance with removal expenses in approved cases.
Apply immediately to the Headmaster by letter, stating age, qualifications, experience and other relevant information and the names and addresses of two referees.

CALDERDALE
(Metropolitan Borough of)
EDUCATION DEPARTMENT
SOWERBY BRIDGE SECONDARY SCHOOL
1,750 on roll
Sowerby Bridge, Sowerden
Halifax HX6 3AX
Required for January, 1977, ASSISTANT TEACHER in the CRAFTS DEPARTMENT.
Scale 1, specialism in TECHNICAL DRAWING only with subsidiary Woodwork and/or Metalwork, thereby an advantage.
Application forms obtainable, on receipt of stamped, addressed, foolscap envelope, from the Headmistress to whom completed forms should be returned by 24th September, 1976.
Appointment subject to satisfactory medical report.

DEVON
SOUTHWAY SCHOOL
Beacking Avenue, Southway, Plymouth
Secondary Bilateral
1,350 on roll
Required September, if possible, a TEACHER for METALWORK. Scale 1.
Please apply to Headmaster for application forms.

DONCASTER
EDUCATION COMMITTEE
DONCASTER WHEATLEY HILLS HIGH SCHOOL
Leger Way, Doncaster
Telephone: Doncaster 63671
Required for January, 1977, an ASSISTANT TEACHER in CHARGE of WOODWORK to join the Craft Department. Scale 1.
Application forms to be obtained from and returned to the Headmaster as soon as possible.
Closing date, 17th September, 1976.

DURHAM
COUNTY COUNCIL
DURHAM SCHOOL
Lower Claypath, Durham DH1 1SY
Required for January, 1977, or earlier if possible, a TEACHER to teach Woodwork and Technical Drawing up to C.S.E. level in this newly reorganised school. Some Light Craft work possible.
Further details with application form.
Stamped addressed envelope for application form to Area Administrative Officer, Area Education Office, Kingsway, Bishop Auckland. Closing date for receipt of applications, 27th September, 1976.

ESSEX
COUNTY COUNCIL
SIR CHARLES CLARKE COMPREHENSIVE SCHOOL
Hawthorn Avenue, Leigh-on-Sea
Telephone: Southend 76 [illegible]
WOODWORK, a temporary appointment for 1 year, Scale 1.
Applications forms and further details obtainable from the Head.
Closing date for receipt of applications 20th September, 1976.

ISLE OF MAN
BOARD OF EDUCATION
BALLAKILLEIN JUNIOR HIGH SCHOOL
Required for January 1977 or September 1977 for Commencement of the Spring Term, 1977. The School at present has a roll of 1,300 pupils, and will increase to 1,400 pupils, and will be divided into 4 Houses.
TEACHER of WOODWORK to teach Woodwork forms one to three, working in a team with the other teaching staff. An interest in Physical Education would be an additional advantage.
Application and further particulars from the Headmaster, Junior High School, Douglas, Isle of Man. Closing date 1st October, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
ASHFORD NORTON KNATCHBULL SCHOOL
Roll 1,455
Required immediately TEACHER of WOODWORK to take charge of Craft Dept. Scale 1.
Applications to Headmaster of school, Hythe Road, Ashford.

STAFFORDSHIRE NORTHERN AREA

Required for January, 1977:

SECOND MASTER/MISTRESS

EATON PARK
BERRY HILL HIGH SCHOOL
(Mr. R. K. Powell)
Arbourfield Drive, Bucknall, Stoke-on-Trent
Number on Roll, 800
Age-range 12-16 years
Group 10
Applications are invited for the post of Second Master/Mistress to take overall responsibility for girls' welfare and curriculum development in this mixed comprehensive school.

MEIR
LONGTON HIGH SCHOOL
(Mr. W. T. Jolley, B.A.)
Box Lane, Meir, Stoke-on-Trent
Number on Roll 1,360
Age-range 12-16 years
Group 11
Applications are invited for the post of Second Master/Mistress for this mixed comprehensive school. The successful candidate will join the Deputy Headmistress and the Deputy Headmaster in advising the Headmaster on school policy, as well as taking direct administrative responsibility for a part of the school. The post calls for energy, enthusiasm and resourcefulness as well as proven ability in organisation and administration.

HEADS OF DEPARTMENT

NEWCASTLE
EDWARD ORME C. SECONDARY SCHOOL
(Mr. R. B. Bell, B.Sc.)
Gallowstree Lane, Newcastle, Staffs.
Number on Roll 930
Age-range 11-18 years
Group 10
Head of Music Department (Scale 3) to assume responsibility for the subject throughout the school. Interest in Brass Band and School Orchestra desirable.

KIDSGROVE
CLOUGH HALL COMPREHENSIVE SCHOOL
(Mr. J. O. Murphy)
First Avenue, Kidsgrove, Stoke-on-Trent
Number on Roll 1,075
Age-range 11-18 years
Group 10
Head of Remedial Department (Scale 3) to take charge of Remedial Studies throughout the school.

TUNSTALL
BROWNHILLS HIGH SCHOOL
(Miss M. G. Price, B.A.)
Brownhills Road, Tunstall, Stoke-on-Trent.
Number on Roll 828
Age-range 12-16 years
Group 9
Head of Geography Department (Scale 3). A large number of pupils follow levels 1 and 2 courses to 'O' level and for C.S.E. from a full range of Modes 1 and 111 (School Council) organisation. The school will become an 11-18 High School in 1977. Under plans for reorganisation the school will become an 11-16 comprehensive

CHELL
CHELL HIGH SCHOOL
(Mr. M. Jones, B.A.)
St. Michael's Road, Chell, Stoke-on-Trent
Number on Roll 660
Age-range 12-16 years
Group 9
Head of Physical Education Department (Scale 2) with responsibility for Boys' Physical Education.

MEIR
LONGTON HIGH SCHOOL
(Mr. W. T. Jolley, B.A.)
Box Lane Meir, Stoke-on-Trent
Number on Roll 1,360
Age-range 12-16 years
Group 11
Head of Biology Department (Scale 3) for this mixed comprehensive school. The candidate appointed will be responsible for the organisation and implementation of subject specialist Biology courses within the Science Faculty and for advising the Head of Faculty on the requirements for teaching those parts of the integrated science courses having a Biological component. Biology and Human Biology are taught to G.C.E. 'O' and C.S.E. levels.

LONGTON
BISHOP BRIGHT R.C. (A) HIGH SCHOOL
(Mr. H. B. Harding, M.A.)
Longton Hall Road, Longton, Stoke-on-Trent
Number on Roll 670
Age-range 12-16 years
Group 9
A Roman Catholic to be Head of Religious Education Department (Scale 4) responsible for 'O' Level and C.S.E. work and, in addition, well developed social welfare work amongst old people in the community.
Forms of application and further details are available from Rev. D. G. Donnelly, St. Gregory's Presbytery, Heathcote Road, Longton, Stoke-on-Trent, to whom completed forms should be returned.

SCALE 2 POSTS

NEWCASTLE
CLAYTON HALL GRAMMAR SCHOOL
(Mr. O. E. G. Seyle, B.A.)
Clayton Road, Clayton, Newcastle, Staffs.
Number on Roll 630
Age-range 11-18 years
Group 10
Experienced and well qualified teacher of Pottery (Scale 2), who will also teach other aspects of Craft. The school has courses to 'O' and 'A' level and to C.S.E. from a full range of Modes 1 and 111 (School Council) organisation. The school will become an 11-18 High School in 1977. Under plans for reorganisation the school will become an 11-16 comprehensive

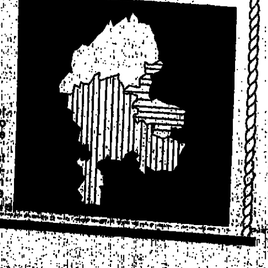
MEIR
LONGTON HIGH SCHOOL
(Mr. W. T. Jolley, B.A.)
Box Lane, Meir, Stoke-on-Trent
Number on Roll 1,380
Age-range 12-16 years
Group 11
Teacher of Geography (Scale 2) for this mixed comprehensive school. The successful candidate would act as second in a department of five staff. Geography is taught to G.C.E. 'O' and C.S.E. levels as well as forming an important component of Environmental and Social Studies courses. The post calls for a well qualified and enthusiastic teacher with an interest in the development of new geography courses and a willingness to undertake field work.

LONGTON
BISHOP BRIGHT R.C. (A) HIGH SCHOOL
(Mr. H. B. Harding, M.A.)
Longton Hall Road, Longton, Stoke-on-Trent
Number on Roll 670
Age-range 12-16 years
Group 9
Teacher in Technical Studies Department (Scale 2) with responsibility for engineering drawing to G.C.E. 'O' level and some knowledge of building crafts or motor vehicle technology.
Forms of application are available from Rev. D. G. Donnelly, St. Gregory's Presbytery, Heathcote Road, Longton, Stoke-on-Trent, to whom completed forms should be returned.

CLOSING DATE FOR ALL ABOVE APPOINTMENTS, September 27, 1976.

The Northern Area of Staffordshire is a geographically varied region focused on the City of Stoke-on-Trent and embracing an adjacent rural area of great beauty which ranges from the Peak District National Park in the east to equally pleasant rural surroundings in the west.

Forms of application for these appointments and further particulars where applicable, are obtainable from the Head Teacher at the school.
Unless otherwise stated completed forms to be returned to the Head Teacher at the School on or before specified closing date.



Cymdeithas Addysg DYFED County Council

EDUCATION COMMITTEE

Required by the 1st January, 1977:

(1) PWLL C.P. SCHOOL
Applications are invited from suitably qualified Teachers for the post of HEADTEACHER at the above Group 3 school.
A knowledge of Welsh is essential and applicants must have experience of teaching through the medium of Welsh.
Application forms are available on receipt of a stamped addressed envelope from the undersigned and should be returned by the 30th September, 1976.

(2) LLANDOVERY COUNTY HIGH SCHOOL
(a) Qualified TEACHER to share in the teaching of English and Welsh up to Fifth Form level. Scale 1 post.
(b) Qualified TEACHER OF POTTERY. At present pupils are prepared for the C.S.E. examination on Art and Design (Pottery) but there may be scope in future to develop an 'O' level course in this subject. Scale 1 post.
Ability to assist with the teaching of History, Geography or Games would be an advantage for either post.

(3) YSTRAD TYWI COUNTY HIGH SCHOOL, Carmarthen
Temporary post. Required as soon as possible: A qualified TEACHER OF WELSH to C.S.E. level. Scale 1 post.
Applications for posts 2 and 3 should be made by letter, giving full details of qualifications, experience, etc., and the names and addresses of two referees to the Headmasters of the schools concerned no later than 30th September, 1976.

Canvassing directly or indirectly will disqualify.
HENRY D. THOMAS, Director of Education, Education Department Headquarters, Pibwrlwyd, Carmarthen, Dyfed.

Lancashire County Council

Closing date 20th September, 1976.
Primary and Special Schools. For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.
Secondary Schools. Forms/further details from and returnable to the Headteacher at the School. S.A.E. please.
Posts available from 1st January, 1977, unless otherwise stated.

PRIMARY SCHOOLS
HEADSHIPS

ST JOHN'S AND HOLY TRINITY C.E. (V.C.) PRIMARY SCHOOL, Blackburn. (280 mixed plus Nursery Class) 3 to 11 years. Group 5.

SPECIAL EDUCATION
HOLME SLACK PRIMARY SCHOOL, Preston.

As soon as possible.
Qualified teachers of the Deaf (2 posts). Required for a deaf unit/junior unit.
Scale 2 S.S.A.
Further details/forms from/returnable to the District Education Officer, Town Hall, Preston.
THE COPPICE (E.S.N.). Roll 55.
As soon as possible.
Scale 2.
For a small group of middle-school children, approx age range 11-13 years.

SECONDARY SCHOOLS
SCALE 2 POST

PADIHAM GAWTHORPE HIGH SCHOOL (760 mixed), Burnley Road, Padiham.
ENGLISH—To be in charge of the Library.

SCALE 1 POSTS

ENGHILL COUNTY SECONDARY SCHOOL (1,360 mixed) Lytham St Annes, Worsley Road, Ansdell, Lytham St Annes.
COMMERCIAL SUBJECTS.
Scale 2 suitably experienced candidate.
WALTON-LE-DALE COUNTY SECONDARY SCHOOL (1,120 mixed), Briddle Road, Bamber Bridge, Preston, PR5 8RH.
As soon as possible.
COMMERCE.
WALLFIELD HIGH SCHOOL (Roll 707), Wallands Drive, Leyland, PR5 1TP.
1st January, 1977 or 1st January, 1977.
GIRLS' P.E./ATHLETICS.

THE TIMES EDUCATIONAL SUPPLEMENT 10.9.76

City of Manchester Education Committee

Unless otherwise stated all posts are available from January, 1977, and application forms together with further particulars are available from the Head of the School to whom they should be returned by September 24, 1976.

SCALE 4

[illegible] Head
[illegible]
Plus £1,[illegible] London Allowance
Plus £1,[illegible] a year for each selected school for girls founded in 1960. Taking over 1,[illegible] pupils on roll, 195 in the Sixth Form.
Re-advertisement
HEAD OF ENGLISH DEPARTMENT.
Post available for a well qualified and experienced graduate. Capable of teaching to a high academic level as well as taking enlightened initiative in the running of the English department as a whole. Pupils are prepared for G.C.E. 'O' and 'A' level examinations and to have had successful experience in this field. The school has its own fine Design Laboratory and a full range of Modern Language teaching aids is provided.

SCALE 3

MILBRAHAM HIGH SCHOOL, Nell Lane, Manchester M21 2SL
Re-advertisement
Assistance with removal expenses given in approved cases for permanent full-time appointments.

HEAD of DEPARTMENT FOR SLOW LEARNERS
The successful candidate should have considerable experience of teaching pupils with learning difficulties. There is ample scope for development and the post is one of responsibility and importance.
Application forms from the Head of Woodwork at the school, Ashfield Road, Chorlton-cum-Hardy, Manchester 21 (Tel: 061-881 1[illegible]).
Closing date September 24, 1976

SCALE 2

MILBRAHAM HIGH SCHOOL
Nell Lane, Manchester M21 2SL
A teacher of SCIENCE to be responsible for an Integrated Science Studies Course leading to C.S.E. and C.S.E. Mode 3 examinations. The successful applicant will also be required to offer Chemistry to C.S.E., 'O' and 'A' level. The work is mainly in Upper School.
Apply (by letter, please) to the Head Teacher.
Closing date September 24, 1976.

SCALE 1

BOSTON BROOK HIGH SCHOOL FOR BOYS,
Bankhouse Road, L10 9HP
Vacancy has arisen in the Remedial Department due to promotion. This is a successful department of six, enjoying good specialists provision and facilities in this 11-16 Boys Comprehensive School of 1,100 plus, purpose built in 1968.
Closing date September 24, 1976.

Cheshire

Application forms (send sae) unless otherwise stated are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
J. R. G. TOMLINSON, M.A., Director of Education.

Required for January unless otherwise stated.

HEAD AND DEPUTY HEADS

Shavington Comprehensive School,
Rope Lane, Shavington, Crewe.
Head Teacher designate (Group 10).
(Please see separate display advertisement.)

SENIOR TEACHERS

SENIOR MISTRESS
Norton Priory Comprehensive School,
Castlefields Avenue East, Castlefields, Runcorn WA7 2NT. Tel: Runcorn 63621
(11-18 Co-educational comprehensive, 1,700 on roll.) Group 12. Required for September, commencement of the Spring Term, 1977. The previous holder of the post has been appointed to a Headship. Help with housing if required. Closing date for applications: Tuesday, September 28, 1976.

HEADS OF DEPARTMENTS

ART (Scale 3)
Appleton Hall County Grammar School,
Hall Drive, Appleton, Warrington WA4 5JL.
Appleton Hall is a 4/5 f.e. mixed Grammar School. It will become an 11-18 Comprehensive School in 2/3 years.

HEAD OF PHYSICS
Culcheth High School,
Withington Avenue, Culcheth, Warrington WA3 4JQ.
(Mixed 11-16 Comprehensive, roll 1,350 approximately.)
Scale 3. Courses to 'O' and 'A' levels. Full details of the post and school will be provided. Closing date September 27, 1976.

SCALE 2 POSTS AND ABOVE

MODERN LANGUAGES
Appleton Hall County Grammar School,
(For details of school see under Head of Departments.)
Assistant teacher to be in charge of German in the Sixth Form. The person appointed must also offer French in the Lower School. Scale 2 or 3 for a well qualified and experienced applicant.

MUSIC
Wilmslow Girls Secondary School,
Wycliffe Avenue, Wilmslow.
Required, qualified music teacher, to commence duties November 1. Applicants should be capable of teaching singing, music theory and assisting with instrumental teaching. Please state what instruments are known. Music is taught in the school to C.S.E. level, and lessons are given in wind and string instruments and in guitar. A Scale 2 post is available for suitable applicants. Closing date for applications September 30, 1976.

SCALE 1 POSTS

1, TECHNICAL SUBJECTS. 2, DRAMA/ENGLISH,
The Catholic High School,
Old Wrexham Road, Handbridge, Chester CH4 7HS.
Required as from September, 1976. Basic Grade.
Application forms from the Registrar of the School.
Closing date for applications September 24, 1976.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 P.A. THROUGHOUT THE COUNTY
Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

THE STANWELL SCHOOL
Short Lane, Stanwell TW19 7BQ
DEPUTY HEAD TEACHER required as soon as possible for the Group 9 Comprehensive School for boys and girls aged 11-16 years, contributory to a Sixth Form College at Ashford. Estimated number on roll (January, 1977) 685; expected to rise to 750 by 1980.
Salary scale £[illegible] to £[illegible] per annum.
Application forms and further details available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.
Completed applications should be returned by September 24, 1976.

POSTS OF RESPONSIBILITY

Sixth Form Colleges
SUNBURY COLLEGE
HEAD OF HOME ECONOMICS. Scale 3, required January or earlier if possible.
Telephone Sunbury on Thames 82844.
WOKING SIXTH FORM COLLEGE
(to be established September, 1977)
HEAD OF COMMERCIAL STUDIES, to develop a new Department involving TYPING, SHORTHAND and SECRETARIAL COURSES. Scale 3.
Telephone Woking 61181.

SCALE 1 POSTS

Comprehensive
STANWELL,
THE STANWELL COUNTY SECONDARY
DESIGN AND TECHNICAL DRAWING and METALWORK to C.S.E. and 'O' level an advantage.
Telephone Ashford 50453
Further details available from the Head where the telephone number is shown.
Application forms available on receipt of a stamped addressed foolscap envelope from the County Education Officer, County Hall, Kingston upon Thames KT1 2DJ.

Gwent County Council

Education Department

REQUIRED FOR JANUARY 1, 1977:—

Applications are invited from qualified teachers for the following vacancies:—

BRYNMAWR COMPREHENSIVE SCHOOL (11 to 18)
WOODWORK AND TECHNICAL DRAWING, Scale 2 for suitably qualified and experienced candidate.

CAERLEON COMPREHENSIVE SCHOOL (11 to 18)
PHYSICS AND PHYSICAL SCIENCES. Graduate preferred. A share of "A"-level work would be available for a suitably qualified candidate in 1977.

CROESYCELIOG COMPREHENSIVE SCHOOL, CWMBRAN (11 to 18)
(a) NEEDLEWORK to "O" level.
(b) PHYSICS AND PHYSICAL SCIENCE. Graduate preferred to teach up to "O" level with a possibility of "A" level in the future.

EBBW VALE SENIOR COMPREHENSIVE SCHOOL (14 to 18)
BOYS' CRAFT, mainly WOODWORK.

NEWBRIDGE COMPREHENSIVE SCHOOL (11 to 16)
GENERAL SUBJECTS. Teacher with an interest in remedial children.

NEWPORT DUFFRYN COMPREHENSIVE SCHOOL (11 to 18)
(a) GENERAL SCIENCE with some MATHEMATICS.
(b) MATHEMATICS to "O" level. "A" level work available if required.

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL (11 to 18)
CRAFT AND DESIGN, METALWORK and PRACTICAL STUDIES (brickwork, carpentry and joinery).

TREDEGAR COMPREHENSIVE SCHOOL (11 to 18)
(a) REMEDIAL CLASSES in fourth and fifth years. Experience and/or special qualifications preferred. Special schools allowance payable.
(b) REMEDIAL CLASSES in first year. Special schools allowance payable.
(c) TEACHER for FRENCH in forms 1 and 2.

PONTYPOOL GRAMMAR SCHOOL FOR GIRLS
SCRIPTURE. Honours graduate in biblical studies to take charge of subject to "A" and "S" levels. Scale 2 for suitably qualified and experienced candidate, but newly-qualified teachers welcome to apply.

Application forms and further information, where applicable for the above appointments to the Education Department, may be obtained, on receipt of a stamped addressed envelope, from the Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent NP4 2XG, to be returned by September 25th, 1976, to the Headmaster of the School.
Successful applicants will be required to submit satisfactory medical report on appointment.

Head of Community Activities

£4,239-£4,992 plus £312 per annum

Through promotion to Deputy Headship, a vacancy has arisen for a Head of Community Activities.
The Bell Grange School and Community College, Alexandra Road in the city suburb, and opened in September 1972, is a mixed 11-16 comprehensive school which integrates with the school provision for the further educational, social and leisure needs of local people.
The post includes development and consolidation of activities and groups in a growing and dynamic area of Coventry.
Applications are invited from qualified members of the Education service (including teachers) and applicants should possess a flair for working with community interests and enthusiasm.
Application forms and further particulars are available from Director of Education, Council Offices, Earl Street, Coventry. Telephone Coventry 25555 ext. 2292.

coventry

HARROW EDUCATION COMMITTEE

Special Units in High Schools

The Borough is setting up small units in the following High School (12-16 years) to cater for pupils experiencing difficulties in adjusting to the normal school environment.
Two teachers are required from January, 1977, or earlier if possible, to help initiate and develop these units in

Mountview High School, Harrow Weald
Rooks Heath High School, South Harrow

Teachers should be prepared to adopt varying approaches within a firm and sympathetic atmosphere, aimed at the re-integration of the pupil into the normal school environment and to work closely with Senior Staff involved in the pastoral and academic life of the school.
Scale 3 posts are available to teachers with suitable experience and qualifications. Housing accommodation may be available in suitable cases, reasonable removal expenses (lowest tender) lodging allowance of up to £10 per week and up to £500 towards Legal and Estate Agent fees may be payable.
Application forms and further details from Controller of Education Services (Ref. Sch/JM), P.O. Box 22, Civic Centre, Harrow, Middx. HA1 2UW (please enclose stamped addressed envelope), to be returned by Monday 20th September, 1976.

Bolton Metropolitan Borough

Required for 1st January, 1977, until 31st July, 1978, an experienced and qualified Teacher for a temporary appointment as Second Mistress.
Further details available with application form.
BREIGHTMET HIGH SCHOOL
Newby Road, Bolton
(Group 9. Co-educational. 600 pupils)

Teacher of Art (Scale 2) throughout the school; up to and including C.S.E.
Required for 1st January, 1977, or as soon as possible, Teacher of Home Economics/Needlework (Scale 1).
CASTLE HILL HIGH SCHOOL FOR GIRLS
Castleton Street, Bolton
(400 Girls)

Deputy Head Teacher (Group 8(S1) required at this ESN(S) school for 110 pupils, aged 3-16. Further particulars available with application form.
FIRWOOD SPECIAL SCHOOL
Crompton Way, Bolton

Application forms, obtainable from the Director of Education, Education Offices, Paderborn House, Civic Centre, Bolton BL1 1JW, should be returned to the appropriate Head Teacher (except in the case of the post at Firwood School, for which completed forms should be returned to the Education Offices) by September 22nd, 1976.

Qualified teachers are invited to apply for the following posts. Application forms and further particulars are available from the Head of the school concerned unless otherwise stated.
Inner London Area Payment (£402 per annum) in addition to the appropriate Burnham salary scale.
Household removal expenses may be paid wholly or in part to teachers accepting permanent teaching posts with the Authority when a change of residence is essential payment covers cost of the removal of household effects, insurance in transit and fares for the teacher and family up to a normal maximum of £75, but payments in excess of this amount may be considered in exceptional circumstances. Teachers coming from service with another Authority may, in approved cases, receive assistance with the legal costs of house purchase (up to £200) and a grant towards the cost of obligatory expenditure such as change of electric or gas services, fitted carpets or curtains etc subject to purchase of the house within six months of taking up new appointment. In addition, a separation allowance may be paid if a dependant family have to be left in the previous home while new accommodation is obtained in London. This allowance may be paid for a period not exceeding six months.
The Authority's scheme of assistance with the cost of travel to school operates for appointments where the letters 'AT' are shown.
Applications for posts up to and including Scale 2 should be made as soon as possible. The closing date for applications for posts above this level will be 14 days from publication date.

SECONDARY SCHOOLS

Headships

ERNEST BEVIN (BB) SCHOOL
Bedford Way, WC1H 0AP
HEADSHIP
Tonic 3A

FOREST HILL (BB) SCHOOL
Devonshire Road, SE23 3SR
HEADSHIP
Tonic 3A
For details of the above please see separate Display advertisement.

Deputy Headships

TOWER HAMLETS SCHOOL FOR GIRLS
Cleveland Street, Commercial Road, E1 2JT
Tonic 3D
A School for 1,000 girls, purpose built, set in spacious and well wooded grounds. Applications are invited for the post of Head of Upper School, due to the promotion of present holder. Applicants should have experience with mixed ability classes and skills in examination work. Responsibilities would include organisation of pastoral arrangements and re-organisation with the Second Year and Heads of Year. Salary £4,641 per annum with supporting allowance. A vacancy will occur in the school before it would be expected.
The post provides an experienced teacher with qualities of dynamic drive, organising ability and vision, with the necessary academic and professional skills to enable him/her to make a lively contribution to the curriculum of the school.
Applications are most welcome to visit the school.

PRIORY PARK SCHOOL
Priory Grove, Lambeth Walk
SW8 1PH
Tel: 01-622 3814
Roll 750 girls
Headmistress: Miss E. Hall
Second in English department (Scale 3) required for January, 1977. Some responsibility for library and drama.

WANDSWORTH SCHOOL (BB)
(Roll 1,850, 11 to 19)
Comprehensive
Allerton Grove, Southfields
SW18 5HG
Tel.: 01-788 4235
Headmaster: R. Hall
(Southfields Station, London Transport District Line, 5 minutes walk from the school.)
Deputy for History
Deputy-Head of English (Scale 5)
Deputy-Head of English to be required for 6th form work. Responsibility would be with higher English work. Candidates with a fairly assigned academic background would be welcome.
Department: English with Drama
Deputy-Head of Mathematics to be required for 6th form work. Responsibility would be with higher Mathematics work. Candidates with a fairly assigned academic background would be welcome.
Department: Mathematics
Deputy-Head of Science to be required for 6th form work. Responsibility would be with higher Science work. Candidates with a fairly assigned academic background would be welcome.
Department: Science
Deputy-Head of Modern Languages to be required for 6th form work. Responsibility would be with higher French work. Candidates with a fairly assigned academic background would be welcome.
Department: Modern Languages
Deputy-Head of Humanities to be required for 6th form work. Responsibility would be with higher History work. Candidates with a fairly assigned academic background would be welcome.
Department: Humanities
Deputy-Head of Creative Studies to be required for 6th form work. Responsibility would be with higher Art work. Candidates with a fairly assigned academic background would be welcome.
Department: Creative Studies
Deputy-Head of Physical Education (Scale 5) required as soon as possible.
Responsibility for organising the Physical Education programme throughout the school including examination work at 16+ and 18+. The teacher would be expected to teach (Gymnastics and Games) and to contribute to the theoretical aspects of the subject.
Department: Physical Education
Deputy for Library
Deputy-Head of English (Scale 5)

ilea INNER LONDON EDUCATION AUTHORITY

Specialist Vacancies for Secondary Teachers

The Authority would be pleased to hear from suitably qualified teachers with experience or seeking their first appointment, in the following subjects:-

French

Design and Technology
Home Economics (Part-time only)

Mathematics

Appointments will be to a Scale 1 post in the Authority's General Teaching Service. Inner London allowance (£402) payable in addition to the Burnham salary.

For an application form, please write to the Education Officer (TS2), The County Hall, London SE1 7PB (telephone 01-633 6426).

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are mixed Comprehensive Schools.

11-16 SCHOOL

SCALE 1—GIRLS' PHYSICAL EDUCATION

BYDALES SCHOOL (Roll 1285), Marlborough Road, Marske, Redcar, Cleveland (Tel: Redcar 2932)

Required for November, or as soon as possible thereafter, a teacher for GIRLS' PHYSICAL EDUCATION (Application forms and further details are obtainable from the Head Teacher at the above address and should be returned to the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, within 10 days of the appearance of this advertisement.)

SIXTH FORM COLLEGE

SCALE 4—SOCIAL SCIENCES

ST MARY'S RC SIXTH FORM COLLEGE (Roll 518), Saltersgill Avenue, Middlesbrough, Cleveland, TS4 3JP (Tel: Middlesbrough 84680)

This co-educational college of 500 students requires a teacher to be responsible for SOCIAL SCIENCES for January, 1977. The large Department offers "A" and "O" level courses in Economics and World Affairs, Government and Politics, Psychology and Sociology and related studies.

(Application forms and further details are obtainable from the Rev. Principal at the above address and should be returned to him within 14 days of the appearance of this advertisement.)

Financial assistance with household removal expenses is available in approved cases.

CAMBRIDGESHIRE COUNTY COUNCIL

Peterborough Area

Bretton Woods Community School
(11-18 mixed)

Principal: M. R. C. Jones, B.Sc.

The first phase of this Community School will open in January, 1977, with a first and second year intake. The School is situated at the heart of the Bretton Township together with The Crescent, a large purpose-built community complex, serving a new community of 15,000 people. The project is unique and applications are invited for the following posts from those prepared to commit themselves to such a venture.

1. Deputy Head (estimated Group 12)
The person appointed will be closely involved in the fullest possible sense in planning and establishing the new School.

2. Head of Mathematics—Scale 4

3. Head of Science—Scale 4

4. Head of P.E.—Scale 4
The person appointed will be responsible for the management of all sporting activities on the School/Crescent complex for which the post carries an additional Community Education allowance of £620.

5. Head of Drama—Scale 3
This person appointed will be responsible for the overall development of the School/Crescent complex as a centre of drama activity for which the post carries an additional Community Education allowance of £420.

6. Head of Arts and Crafts—Scale 3
In addition to developing the Art and Craft programme of the School, the person appointed will be responsible for the management of The Crescent Art and Craft Workshops for which the post carries an additional Community Education allowance of £620.

7. Head of Music—Scale 3
The person appointed will be responsible for the overall development of the School/Crescent complex as a centre of music activity, for which the post carries an additional Community Education allowance of £420.

8. Head of Languages—Scale 3
It is envisaged that in the early years French and German will be taught.

9. Head of Humanities
In the initial stages the person appointed will be responsible for English, History and Geography teaching programmes.

10. Teacher in Charge of Remedial Department—Scale 2
To set up testing and assessment procedures in the new School and establish links with feeder primary schools.
All senior staff will be expected to undertake responsibility for developing and implementing the system of pastoral care throughout the School.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Application forms (green) and standard salary particulars and further details available from the Senior Area Education Officer, Education Offices, Tanfield Close, City Road, Peterborough PE1 1UU, to whom they should be returned by 20th September, 1976.

SECONDARY
Technical Studies
continued

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ALDERMAN CATLEUGH SECONDARY SCHOOL, Queensway, King's Lynn, Norfolk 1,200 Mixed
Scale 1—METALWORK.
Application forms and further details may be obtained by sending stamped and addressed envelope to the Head Teacher at the school.
Removal expenses are paid in accordance with the authority's scheme.

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. GEORGE'S SECONDARY SCHOOL, Dodds Hill, Dersingham, King's Lynn, Norfolk 1200 Mixed
Scale 1—CRAFT and DESIGN with WOODWORK up to G.C.E. level.
Application forms and further details may be obtained by sending stamped and addressed envelope to the Head Teacher at the school. Removal expenses are paid in accordance with the authority's scheme.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:—
CARLTON LE WILLOWS COMPREHENSIVE SCHOOL, Wood Lane, Gedling, Nottingham (Headmaster: T. E. Bowman, M.A.) Mixed, 1,770
1st January, 1977. TEACHER (Scale 1) of HEAVY CRAFTS to teach some combination of WOOD WORK, TECHNICAL DRAWING and METALWORK. Joining Creative Studies Faculty of this large Comprehensive School. Excellent facilities.
Applications (on forms) to the Headmaster, with names of two referees.
Closing date, 24th September, 1976.

REDBRIDGE
London Borough of
Rea under SECONDARY TECHNICAL STUDIES SCALE 3 and above.

SUTTON
London Borough of
SUTTON WEST HIGH SCHOOL, Robin Hood Lane, Sutton, Surrey, SM1 2SD
Headmaster, E.-W. Grace, M.A., F.C.P.
TECHNICAL STUDIES on Scale 1. Required as soon as possible. A TEACHER of METALWORK and WOODWORK throughout the school.
Apply by letter to the Headmaster giving curriculum vitae and names and addresses of two educational referees as soon as possible. Further details available on receipt of a stamped addressed envelope.

WEST SUSSEX
ANGMERING SCHOOL
Cuckfield Road, Burgess Hill Sussex
Required September, TEACHER, Scale 1. The post is mainly for a group teacher with experience of a science. Ability to teach aspects of Woodwork and Metalwork and Science an advantage.
School has well-equipped workshop.
The school is a new, purpose-built boarding and day school catering for the needs of emotionally disturbed children, both boys and girls, ages 11-16.
Teachers are required to do extra-mural duties to the maximum of 15 hours per week, remuneration, plus Special Schools Allowance.
Application forms from Headmaster on receipt of stamped addressed envelope.

Other than by Subject Classification

Other Posts on Scale 2 and above

HAMPSHIRE
SOUTHAMPTON AREA
THE DRANSEY SCHOOL, Marsh Lane, Southampton SO1 7EX
Required for January, 1977 TEACHER to teach one or more of the following subjects: FRENCH, RELIGIOUS EDUCATION, PHYSICAL EDUCATION, in this 11-16 mixed comprehensive school. Situated in the west part of Southampton. Water, P.A. Allowance available. Scale 2 post.
Please write to the school, giving qualifications, date and names and addresses of two referees, for application form. Further details available from the Headmaster.

SOUTH WEST AREA
HIGHWOOD TUTORIAL CENTRE, Breckenhurst
TEACHER IN CHARGE (Scale 3) required for the recently established Tutorial Centre for 11 to 16 Secondary age pupils with behaviour problems.
Further particulars and application forms from Area Education Officer, Cathcart Street, Portsmouth.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM—OAKLANDS C.P. INFANTS' SCHOOL, Hillyfields, Gillingham
TEACHER required for January, 1977, to take charge of Nursery Unit. Scale 2 post.
Application forms may be obtained from the Divisional Education Officer, Civic Centre, Gillingham.

SALFORD (City of)
EDUCATION DEPARTMENT
HOPE HIGH SCHOOL
Eccles Old Road, Salford M6 8RJ
(11 to 18 Mixed, Comprehensive, 960 pupils)
Required as soon as possible:
1. SENIOR TEACHER to join senior management team and to be responsible for organisation and control of all internal and external school examinations; to work closely with secondary liaison with feeder primary schools; and to develop the system of record keeping and the pattern and purpose of the school report. Senior teachers' salary scale.
2. HEAD of PHYSICAL ACTIVITIES. Scale 3.
3. TEACHER to work with slow learners. Scale 3.
Please send stamped addressed envelope for application and further details to the Head Teacher at the above address, in which completed applications should be returned as soon as possible.

WARWICKSHIRE
CAMPION HIGH SCHOOL
Sydenham Drive,
Leamington Spa CV31 1QH
SIXTH FORM YEAR TUTOR
Scale III
Well-qualified experienced TEACHER to develop and organise sixth form (460 pupils). Knowledge of Mathematical sixth form work, interest in courses for less academic pupils and experience in Comprehensive Schools helpful.
Application form and further details from the Head (stamped addressed envelope, please).

Scale 1 Posts

BROMLEY
London Borough of
Subject to certain conditions, removal and storage expenses, disturbance allowances and grants towards legal costs are payable to teaching staff appointed from outside the London area.
RAVENSWOOD SCHOOL FOR BOYS, Oakley Road, Bromley, Kent, BR2 8HP
Telephone Farnborough 56050 (780 boys, 11-18)
Required for September, 1976, a TEACHER (Scale 1) for 18 hours a week for GENERAL SUBJECTS, with special emphasis on one of the following: ECONOMIC HISTORY, WORLD BUILDING, MUSIC, MATHEMATICS, GAMES, RE-MEDIAL.
This former selective school is increasing in size up to 1,020 boys and is sited in pleasant countryside to the south of Bromley. Traditional standards of discipline and appearance have been maintained.
Please apply by letter to the Headmaster at the School, stating qualifications, experience, other interests, age of subject, and referees, as soon as possible.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GILLINGHAM DIVISION
RAINHAM SECONDARY GIRLS' SCHOOL
TEACHER/LEADER
Applications are invited for the appointment of a TEACHER/LEADER to Rainham Secondary Girls' School as from 1st January, 1977.
The appointment is for a new Youth Wing which will open in March, 1977. Although the appointment will be to Rainham Secondary Girls' School and she is teaching programme will be done within the school, the Youth Wing will also serve the Howard School (roll 1,500).
For further details and application forms please contact Mr. Reginald M.A., Divisional Education Officer, Municipal Buildings, Gillingham, Kent.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. Experience and qualifications in addition to any other qualifications mentioned, unless otherwise stated, schools admit the full infant and junior age ranges and are County Schools.
Applications for specific posts should be submitted on Form TS to the Head Teacher at the address shown, or, where no address is given, General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION
CHATHAM—OAKLANDS C.P. INFANTS' SCHOOL, Woodwood Road
Experienced infants' TEACHER required January, 1977. Please state special interests.

SWALE DIVISION
SOUTH AVENUE C.P. INFANTS' SCHOOL, Sittingbourne, Kent.
Required January, 1977, TEACHER for vertically grouped infants. Ability to play the piano essential.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

SEVENOAKS DIVISION
WEST KINGSDOWN C.E. JUNIOR SCHOOL, Vicarage Road, West Kingsdown, Sevenoaks, Kent. (Group 5).
TEACHER required in November (or early January) for first year Juniors who ability to the following responsibility: PHYSICAL EDUCATION. Part-time post available for suitable applicant. Temporary appointment in the first instance.
Please apply direct to the Headmaster at the school, including 2 stamped addressed envelopes by the date specified, 30th September, 1976.

MAIDSTONE DIVISION
EAST PECKHAM COUNTY PRIMARY SCHOOL
TEACHER required for September to take charge of Juniors. Scale 2 post. Duties to include Games.
Applications to the Headmistress, Mrs. [illegible], by Wednesday, 15th September, 1976.

LEICESTERSHIRE
PERIPATETIC TEACHER OF BALLET/MODERN DANCE
TEACHERS are invited to apply for an interesting post as Peripatetic Teacher of Ballet and Dance to pupils in Junior and secondary schools from January, 1977.
This is an excellent opportunity for someone well trained in ballet and modern dance to take part in developing an environment in Leicestershire. The teacher will become part of the County Drama Workshop and will work closely with members of a team the teaching of drama to young people in all centres throughout the County. This is a challenging new position. Leicestershire is a musical County and the teacher appointed will have a splendid opportunity of working with talented young musicians.
Remuneration Scale [illegible]. Car allowance. Expenses paid. Details on request.
Apply (no forms) giving full details and names and addresses of two referees to the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF, by 21st September, 1976. (Stamped addressed envelope).

LINCOLNSHIRE
ASSISTANT TEACHER
SPALDING GLSED COUNTY SECONDARY GIRLS' SCHOOL
Burnham Scale 1, £2,565 to £4,035
(£10 on roll)
For January, 1977. TEACHER for ENGLISH and MATHEMATICS to first and second years—especially slower pupils.
Forms from the Headmistress at the School, Newville Avenue, Bourne, Lincolnshire PE10 9EG, on receipt of stamped addressed envelope. Closing date, 23 September, 1976.

WIGAN
(Metropolitan Borough of)
TEACHER Scale 1
MESNE'S HIGH SCHOOL
Dutton's Walk, Wigan WN1 3RT
Required for 1st December, 1976, or 1st January, 1977.
Application forms and further particulars available from and returnable to The Headteacher at the School. (Stamped addressed envelope).
Closing date 21st September, 1976.

DUMFRIES AND GALLOWAY REGIONAL COUNCIL

EDUCATION DEPARTMENT

Applications are invited from suitably qualified registered teachers for the undernoted posts:—

TEACHER OF ART
DUMFRIES HIGH SCHOOL

Four-year School	Roll—1,170 (approximately)
Head Teacher—Mr. J. Mackie	School Tel. No. Dumfries 3085

TEACHER OF FRENCH
LANGHOLM ACADEMY

Four-year School	Roll—270 (approximately)
Head Teacher—Mr. A. H. Blake	School Tel. No. Langholm 418

TEACHER OF MUSIC
MAXWELLTOWN HIGH SCHOOL, Dumfries

Four-year School	Roll—960 (approximately)
Head Teacher—Mr. M. H. Cliff	School Tel. No. Newbridge 458

TEACHER OF P.E. (Female)
MOFFAT ACADEMY

Four-year School	Roll— 220 (approximately)
Head Teacher—Mr. J. Stevenson	School Tel. No. Moffat 20114

Further information and application forms may be obtained from the undersigned to whom forms should be returned as soon as possible.

Education Offices,
30 Edinburgh Road,
DUMFRIES DG1 1JQ

J. K. PURVES
Director of Education

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the following posts:

EAST LOTHIAN DIVISION SECONDARY

		Responsibility Allowance
ASSISTANT HEAD TEACHER		
Musselburgh Grammar School		£1,800
TEACHING POST		
Knox Academy Haddington	Mathematics	

EDINBURGH DIVISION PRIMARY

ASSISTANT HEAD TEACHER		
Burdiehouse Primary School		£1,038
Flora Stevenson Primary School		£1,038

SECONDARY

ASSISTANT PRINCIPAL TEACHER		
Ainslie Park High School	Social Studies	£723 (Subject to review)
ASSISTANT HOUSEMASTER/MISTRESS		
James Gillespie's		£587 (Subject to review)
TEACHING POSTS		
Ainslie Park High School	Mathematics	
Forrester High School	Home Economics	
James Gillespie's High School	Home Economics	

MIDLOTHIAN DIVISION SECONDARY

PRINCIPAL TEACHER		
St David's High School	English	£1,188
ASSISTANT PRINCIPAL TEACHER		
St David's High School	Guidance	£561
TEACHING POST		
Penicuik High School	Physics	

WEST LOTHIAN DIVISION SECONDARY

ASSISTANT PRINCIPAL TEACHER		
Linlithgow Academy	Guidance	£991

(The successful applicant will have responsibility for girls)

Housing may be available and further information can be obtained on application to the Divisional Education Officer, West Lothian.

Salaries in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967 as amended.

Candidates should specify for which post they wish to apply.

Application forms are available from the appropriate Divisional Education Officer at the following address:

Mr. D. E. Reid — Divisional Education Officer, East Lothian Division, County Buildings, Court Street, Haddington.
Mr. G. S. Ferguson — Divisional Education Officer, Edinburgh Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. G. S. Brotchie — Divisional Education Officer, Midlothian Division, 40 Torphichen Street, Edinburgh EH3 8JJ.
Mr. A. Sinclair — Divisional Education Officer, West Lothian Division, 50/51 High Street, Linlithgow.

Closing date for applications is 24 September 1976.

Sixth Form and Tertiary Colleges

Deputy Headships
Senior Masters/Mistresses

SOMERSET
YEOVIL COLLEGE
DIRECTOR of STUDIES
(Associate Vice-Principal). To display advertisement under FURTHER EDUCATION.

Special Education

Headships

CAMBRIDGESHIRE
CAMBRIDGE AREA
THE QUEEN BRIDGES SCHOOL, Maple Road
Group 4(S)
Applications are invited for the appointment of the above-named post. The successful applicant will be expected to take up her appointment in January, 1977, or as soon as possible thereafter. Applications should be made on the forms obtainable from the Director of Education, Shire Hall, Cambridge CB3 0AP, to whom they should be returned by Friday, 24th September, 1976.
Visiting candidates are welcome to visit the school by telephoning the Headmistress at Peterborough 62676 for an appointment.

DERBYSHIRE
COUNTY COUNCIL
REGIONAL BENEFICIARY FIELDS School,
Burnhill Road, Beeston, Derby DE7 6DW
Telephone Beeston 52-4711
Appointment of SECONDARY MISTRESS (Deputy Head—Group 7S)
Applications are invited for the above appointment at this area special school. The successful applicant will be expected to take up her appointment in January, 1977, or as soon as possible thereafter should this not be possible. A well-qualified teacher is required who can provide leadership in a period of rapid development. Some experience with adolescents essential.
Further details and forms of application are available from the Headmaster.

DORSET
LONGFIELD DAY SPECIAL SCHOOL
Poole
(70 maladjusted children, age 5 to 11)
Required January, 1977—DEPUTY HEAD TEACHER for this new school about to open in January, 1977. Experience of special education essential.
Assistance with removal and legal expenses.
Application forms and further details from the Headmaster, Mr. J. Bowers, c/o Stades Farm School, Bethany Avenue, Ensbury Park, Bournemouth, on receipt of stamped addressed envelope.

ENFIELD
London Borough of
EDUCATION COMMITTEE
WAVERLEY E.S.N. SCHOOL
Waverley Road, Enfield, EN3 4HP
Roll 141
Required in January, 1977, SECOND MASTER/MISTRESS (Group 7(S)). Special Schools Allowance payable
Mortgage facilities, subject to funds being available. Considerable help given to the following: 100 per cent removal expenses (maximum £400); generous assistance with rent in furnished accommodation; assistance with housing accommodation for up to two years, £10 per week lodging allowance (up to four months) in certain cases.
Application forms (stamped addressed envelope) obtainable from the undersigned, to be returned to the Director of Education by Friday, the 24th September, 1976.
G. Hutchinson, Director of Education, Education Department, P.O. Box 57, Civic Centre, Silver Street, Enfield, Middlesex, EN1 3XQ.

BUCKINGHAMSHIRE
MILTON KEYNES DIVISION
DEPUTY HEAD, Group 6(S)
MANOR ROW SCHOOL
Wolverton
The 10 DEPUTY HEADSHIP of this new non-boarding day school for ESN(S) pupils will be available from 1st January, 1977.
Welcome is extended to the designated area of the New Town of Milton Keynes.
Somerset County Council's Outdoor Pursuits Centre at Cheddar will be available for use by pupils and staff with the opportunity for canoeing, sailing, rock climbing and caving.
Application forms and further particulars from the Headteacher at the school.
Closing date, 23 September, 1976.

CAMBRIDGESHIRE
HUNTINGDON AREA
St. GEORGE'S SCHOOL
Lord's Mound, Pot Brough
Group 7(S)
Required for January, 1977:
DEPUTY HEAD TEACHER (Group 6). The successful applicant should have a good background in special education and experience with E.S.N.(S) children.
There is a possibility of assistance being given with housing and removal expenses in appropriate cases.
Further details and forms of application are obtainable from Mr. A. Hudgell, Headteacher, to whom they should be returned by Friday, 24th September, 1976.
Visiting candidates are welcome to visit the school by telephoning the Headteacher at Peterborough 62676 for an appointment.

DERBYSHIRE
COUNTY COUNCIL
REGIONAL BENEFICIARY FIELDS School,
Burnhill Road, Beeston, Derby DE7 6DW
Telephone Beeston 52-4711
Appointment of SECONDARY MISTRESS (Deputy Head—Group 7S)
Applications are invited for the above appointment at this area special school. The successful applicant will be expected to take up her appointment in January, 1977, or as soon as possible thereafter should this not be possible. A well-qualified teacher is required who can provide leadership in a period of rapid development. Some experience with adolescents essential.
Further details and forms of application are available from the Headmaster.

BEDFORDSHIRE
EDUCATION SERVICE
HIGHFIELD MIXED DAY E.S.N. (M) SCHOOL
Bitchmead Road, Biggleswade
Tel.: 0767 312293
Headmaster: A. L. Neville Hall, B.Sc.
DEPUTY HEAD TEACHER, Group 6S.
Applications are invited from qualified and experienced TEACHERS for the post of DEPUTY HEAD TEACHER of this purpose built school which opened in 1972.
Application forms are obtainable from the Headmaster. Further details of the authority's scheme for assistance.

BEDFORDSHIRE
EDUCATION SERVICE
LADY ZIA WERNHER SCHOOL
For Physically Handicapped children
(Group 4S)
Telephone: Luton 28705
DEPUTY HEAD required for January, 1977. The school accommodates up to 60 children of normal intelligence aged 2-11 with a physiotherapy department catering for young children with cerebral palsy and other neuro-muscular disorders. Inter-disciplinary approach. Leadership in programme-making. Emphasis on the use of audio-visual aids. Good personal qualities and experience of working with children essential. Degree or Diploma.
Applications by letter in the first instance to the Headmistress at the School.

BERKSHIRE
HOLYPORT MANOR SCHOOL
Holyport, Maidenhead
A DEPUTY HEAD is required in January, 1977, for this Group 5/6 school for 160 (E.S.N.) boys and girls aged 7-16 and about 70 E.S.N. (severe) boys and girls aged 2-16.
Weighting £180 per annum. Assistance with removal expenses in approved cases.
Closing date: 20th September.
Forms and further details from Divisional Education Officer, 280 Southampton Road, Salisbury, Wilts. P.A. Allowance available. Scale 2 post.
Please write to the school, giving qualifications, date and names and addresses of two referees, for application form. Further details available from the Headmaster.

SOUTH WEST AREA
HIGHWOOD TUTORIAL CENTRE, Breckenhurst
TEACHER IN CHARGE (Scale 3) required for the recently established Tutorial Centre for 11 to 16 Secondary age pupils with behaviour problems.
Further particulars and application forms from Area Education Officer, Cathcart Street, Portsmouth.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM—OAKLANDS C.P. INFANTS' SCHOOL, Hillyfields, Gillingham
TEACHER required for January, 1977, to take charge of Nursery Unit. Scale 2 post.
Application forms may be obtained from the Divisional Education Officer, Civic Centre, Gillingham.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from qualified TEACHERS for the following posts. Experience and qualifications in addition to any other qualifications mentioned, unless otherwise stated, schools admit the full infant and junior age ranges and are County Schools.
Applications for specific posts should be submitted on Form TS to the Head Teacher at the address shown, or, where no address is given, General applications should be submitted to the Divisional Education Officers.

MEDWAY DIVISION
CHATHAM—OAKLANDS C.P. INFANTS' SCHOOL, Woodwood Road
Experienced infants' TEACHER required January, 1977. Please state special interests.

SWALE DIVISION
SOUTH AVENUE C.P. INFANTS' SCHOOL, Sittingbourne, Kent.
Required January, 1977, TEACHER for vertically grouped infants. Ability to play the piano essential.
Application forms may be obtained from the Divisional Education Officer, County Offices, Avenue of Remembrance, Sittingbourne, to whom they should be returned.

SEVENOAKS DIVISION
WEST KINGSDOWN C.E. JUNIOR SCHOOL, Vicarage Road, West Kingsdown, Sevenoaks, Kent. (Group 5).
TEACHER required in November (or early January) for first year Juniors who ability to the following responsibility: PHYSICAL EDUCATION. Part-time post available for suitable applicant. Temporary appointment in the first instance.
Please apply direct to the Headmaster at the school, including 2 stamped addressed envelopes by the date specified, 30th September, 1976.

MAIDSTONE DIVISION
EAST PECKHAM COUNTY PRIMARY SCHOOL
TEACHER required for September to take charge of Juniors. Scale 2 post. Duties to include Games.
Applications to the Headmistress, Mrs. [illegible], by Wednesday, 15th September, 1976.

GWENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Required for January, 1977, Specialist Teachers as follows:
[illegible] for the Teaching of Physically Handicapped Children.
[illegible] WITH experience of teaching children with severe speech defects.
[illegible] WITH experience of teaching children with severe hearing impairment.
[illegible] WITH experience of teaching maladjusted children.
[illegible] WITH experience of teaching children with severe learning difficulties.
[illegible] WITH experience of teaching children with severe visual handicap.
[illegible] WITH experience of teaching children with severe emotional disturbance.
[illegible] WITH experience of teaching children with severe speech defects.
[illegible] WITH experience of teaching children with severe hearing impairment

SPECIAL EDUCATION
Scale 2 Posts
continued

DERBYSHIRE
EDUCATION COMMITTEE
BRAILESENSDALE INFANT SCHOOL
Wellington Drive
Mickleover, Derby
DIAGNOSTIC AND ASSESSMENT UNIT
Scale 2, plus special class allowance, available for TEACHER in charge of a new purpose-built unit, situated on playing fields on open site, to be ready in five years. This unit will be linked with the Brailesensdale Infant School which already has a nursery unit and the teacher will be responsible to the Head Teacher of the school. The post will provide a rare opportunity to work in a modern unit specially designed for the structured observation and assessment of young children with a variety of problems and disabilities. There will be an excellent staff-pupil ratio in the unit. Scale 3 available for teacher with some experience, also available in this new unit is envisaged that most of this teacher's work will be concerned with establishing and maintaining effective liaison between schools, the home, and parents of the children attending the unit.
Application forms and further details are available from the Area Education Officer, 24 St. Mary's Gate, Derby, to be returned by 24th September.

DEVON
LYNTON, SOUTHBROOK DAY SPECIAL SCHOOL
Non Scale
Applications are invited from suitable qualified persons for the post of ASSISTANT TEACHER for GENERAL SUBJECTS. Candidates must offer good music ability. Primary and Special Education experience preferable, but not essential.
Scale 2 post
The successful applicant will be expected to take up the appointment in January 1977.
Letters of application, (stamped addressed envelope, please) from Mr. F. J. Lee, Splatchcott, Brendon, North Devon, to be returned by 30th September 1976.

DORSET
LYNDSPARE DAY SPECIAL SCHOOL
Picnic
(50 Maladjusted Children aged 5 to 11)
Required January, 1977, TEACHER for this new School due to open in January 1977. One with interest and experience of nursery/infant classes, and others, in general class teaching. Possibility of Scale 2 post.
Assistance with removal and lodgi expenses.
Application forms and further details from the Educational Development Officer, c/o Blades Farm School, Hanham Avenue, Easton, Parkstone, Dorset, to be returned on receipt of stamped addressed envelope.

GATESHEAD
METROPOLITAN BOROUGH COUNCIL
HIGH FELL SCHOOL
(E.S.N.(M))
Whitley, Sheriff Hill, Gateshead Tyne 21
Applications are invited for the post of ASSISTANT TEACHER, Scale 2(B) to be responsible for MUSIC throughout the school; duties to commence 1st January, 1977.
Application forms and further particulars are available from the Director of Education, Prince Consort Road South, to whom completed forms should be returned by 24th September, 1976.

HERTFORDSHIRE
COUNTY COUNCIL
DAGGONAL DIVISION
Civic Centre, Grand Hempstead
WOODHILL SCHOOL (E.S.N. (S))
St. Albans Road, Hempstead
TEACHER, preferably with Special School and/or Audio Visual Aids experience, required January, 1977. Scale 2 available. School is a new purpose-built premises in new year.
Apply for forms and further details to the Headmistress.

ROUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Special Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
GARLANDS SCHOOL
Woodlands Road, Isleworth, Middlesex
Headmistress: Mrs. R. Early
(E.S.N. (S) School. Age range 11-16 years.
Required from 1st November, 1976:
TEACHER (Scale 3 plus Special Charge of SPECIAL CARE UNIT. Initially SUBJECTS: Candidates must offer good music ability. Primary and Special Education experience preferable, but not essential.
Scale 2 post
The successful applicant will be expected to take up the appointment in January 1977.
Letters of application, (stamped addressed envelope, please) from Mr. F. J. Lee, Splatchcott, Brendon, North Devon, to be returned by 30th September 1976.

DORSET
LYNDSPARE DAY SPECIAL SCHOOL
Picnic
(50 Maladjusted Children aged 5 to 11)
Required January, 1977, TEACHER for this new School due to open in January 1977. One with interest and experience of nursery/infant classes, and others, in general class teaching. Possibility of Scale 2 post.
Assistance with removal and lodgi expenses.
Application forms and further details from the Educational Development Officer, c/o Blades Farm School, Hanham Avenue, Easton, Parkstone, Dorset, to be returned on receipt of stamped addressed envelope.

HERTFORDSHIRE
COUNTY COUNCIL
DAGGONAL DIVISION
Civic Centre, Grand Hempstead
WOODHILL SCHOOL (E.S.N. (S))
St. Albans Road, Hempstead
TEACHER, preferably with Special School and/or Audio Visual Aids experience, required January, 1977. Scale 2 available. School is a new purpose-built premises in new year.
Apply for forms and further details to the Headmistress.

ROUNSLOW
(London Borough of)
EDUCATION COMMITTEE
Special Department, The Civic Centre, Lampton Road, Hounslow TW3 4DN
GARLANDS SCHOOL
Woodlands Road, Isleworth, Middlesex
Headmistress: Mrs. R. Early
(E.S.N. (S) School. Age range 11-16 years.
Required from 1st November, 1976:
TEACHER (Scale 3 plus Special Charge of SPECIAL CARE UNIT. Initially SUBJECTS: Candidates must offer good music ability. Primary and Special Education experience preferable, but not essential.
Scale 2 post
The successful applicant will be expected to take up the appointment in January 1977.
Letters of application, (stamped addressed envelope, please) from Mr. F. J. Lee, Splatchcott, Brendon, North Devon, to be returned by 30th September 1976.

DORSET
LYNDSPARE DAY SPECIAL SCHOOL
Picnic
(50 Maladjusted Children aged 5 to 11)
Required January, 1977, TEACHER for this new School due to open in January 1977. One with interest and experience of nursery/infant classes, and others, in general class teaching. Possibility of Scale 2 post.
Assistance with removal and lodgi expenses.
Application forms and further details from the Educational Development Officer, c/o Blades Farm School, Hanham Avenue, Easton, Parkstone, Dorset, to be returned on receipt of stamped addressed envelope.

NORTHAMPTONSHIRE
EDUCATION DEPARTMENT
NORTHAMPTON NORTHGATE SCHOOL
Queen's Park Parade, Northampton
Required for January, 1977:
A Senior TEACHER (Salary Scale 3) suitable for/offering expertise and qualification in this (Group 4) E.S.N. (S) School for 150 boys and girls aged six to 16 years.
The post offers an opportunity for a keen teacher to lead a team of teachers in the creation of curriculum both inside and outside the classroom, within the Middle School.
A specialist qualification and an interest in Music would be an advantage.
Application forms, returnable by 4th October, and further details (stamped addressed envelope) available from the Headmaster, Tel. Northampton 712091.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
SCHOOLS PSYCHOLOGICAL SERVICE (NORTHERN AREA)
Mairose House, Waverley Street, Retford
Required as soon as possible, TEACHER, Scale 3 (£3,141 to £3,579 per annum) or Scale 2 (£2,769 to £3,141 per annum) according to experience and qualifications.
Applications should be submitted at once and qualification in this field is desirable.
Applications should be made to the Director of Education, Shire Hall, Nottingham, NG1 2QA, quoting reference PSY/76/1.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited from suitably qualified TEACHERS for the following post:
SCHOOLS PSYCHOLOGICAL SERVICE (NORTHERN AREA)
Mairose House, Waverley Street, Retford
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Applications should be submitted at once and qualification in this field is desirable.
Applications should be made to the Director of Education, Shire Hall, Nottingham, NG1 2QA, quoting reference PSY/76/1.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
HILLTOP E.S.N.(S) SCHOOL
Maltby, Rotherham
Required for January, 1977:
TWO (NOT) ASSISTANT TEACHERS—SCALE 3(B)
Post 1—Class TEACHER to assume responsibility for the Special Care Unit.
Post 2—Class TEACHER with responsibility for all teaching and recreation in the school.
This purpose built school is set in a pleasant residential area of Maltby and has 51 children on roll.
Closing date: 24th September, 1976.

MILTON E.S.N. (M) SCHOOL
Required for January, 1977:
TEACHER (Scale 3)
SCALE 3(B)
General class teaching, with responsibility for Multi-Sensory SCIENCE throughout the School.
Closing date: 24th September, 1976.
Application forms available from the Principal Recruitment Officer, Education Office, Municipal Buildings, Rotherham. Tel: Rotherham 2191 Ext. 2357.
R. W. Ellis, Director of Personnel Resources.

SOMERSET
CHURCHILL SCHOOL
Nunney Road, Frome
Applications are invited from suitably qualified and experienced TEACHERS for the following posts to commence on January 1st, 1977:
Scale 3B. This school is developing a new curriculum for pupils with severe learning difficulties and the successful candidate will be responsible for the integration of physical education and swimming into the curriculum.
Scale 2B. To be responsible for MATHEMATICS and ASSESSMENT in the school.
Scale 2B. To be responsible for SCIENCE.
Scale 2B. To be responsible for GENERAL SUBJECTS.
Scale 2B. To be responsible for CRAFTS.
Scale 2B. To be responsible for ART and CRAFT SUBJECTS. The successful applicant will work mainly in the Art Department and will be expected to advise the Head of Department. An interest in outdoor activities is an advantage.
Closing date 27th September.
Application forms and details (stamped addressed envelope) from the Head at the school.

STAFFORDSHIRE
LONDON HALL SCHOOL
Ashford Green, Ashford
Applications are invited from mature and experienced persons for the following posts, commencing on January 1977:
(1) Senior TEACHER, Scale 3, for Special Care Unit, plus appropriate allowance. Duties will include supervision of residential accommodation. Experience of working with maladjusted children will be required in addition to qualifications and experience appropriate to the teaching of children with severe learning difficulties, or its equivalent.
(2) Assistant TEACHER, Scale 2, to be responsible for MATHEMATICS throughout the school. It is an advantage for candidates to be willing to meet the challenge of a new appointment. Those with some experience of senior staff responsibility for a group of 10 to 20 members, over a period of two years, will be preferred. A responsible post with early accommodation will be available for the successful applicant.
(3) Assistant TEACHER, Scale 2, to be responsible for SCIENCE throughout the school. It is an advantage for candidates to be willing to work in conjunction with the Head Teacher and other members of the staff in the development of the new curriculum. Experience of working with children with severe learning difficulties, or its equivalent, would be an advantage.
(4) Assistant TEACHERS, Scale 2, to be responsible for GENERAL SUBJECTS throughout the school. Candidates should be willing to contribute to the development of the new curriculum.
Application forms and further details may be obtained from the Chief Education Officer (Ref. No. 76/C), County Hall, Stafford, to whom they should be returned by not later than September 24th, 1976.

WEST SUSSEX
WEST DEAN AREA
ST. CUTHMAN'S SCHOOL
Stedham, Midhurst, Sussex
GU29 0QL
E.S.N.(M), Groups 5(B), 120 on roll, residential.
Required January, 1977, suitably qualified and experienced TEACHERS for 2 posts with special responsibility for HANDICRAFT, CARE (including cooking) and HOUSEWORK age range 7-11 to 9-16 respectively. Single accommodation available.
Salary and lodging £581 per annum. Application forms from Mr. R. Goodwork, Headteacher, and applications to Mr. R. Goodwork, Headteacher, Area Education Officer, Bognor Regis.

WEST SUSSEX
WEST DEAN AREA
ST. CUTHMAN'S SCHOOL
Stedham, Midhurst, Sussex
GU29 0QL
E.S.N.(M), Groups 5(B), 120 on roll, residential.
Required January, 1977, suitably qualified and experienced TEACHERS for 2 posts with special responsibility for HANDICRAFT, CARE (including cooking) and HOUSEWORK age range 7-11 to 9-16 respectively. Single accommodation available.
Salary and lodging £581 per annum. Application forms from Mr. R. Goodwork, Headteacher, and applications to Mr. R. Goodwork, Headteacher, Area Education Officer, Bognor Regis.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
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Mairose House, Waverley Street, Retford
Required as soon as possible, TEACHER, Scale 3 (£3,141 to £3,579 per annum) or Scale 2 (£2,769 to £3,141 per annum) according to experience and qualifications.
Applications should be submitted at once and qualification in this field is desirable.
Applications should be made to the Director of Education, Shire Hall, Nottingham, NG1 2QA, quoting reference PSY/76/1.

ROTHERHAM
(Metropolitan Borough of)
DEPARTMENT OF EDUCATION
HILLTOP E.S.N.(S) SCHOOL
Maltby, Rotherham
Required for January, 1977:
TWO (NOT) ASSISTANT TEACHERS—SCALE 3(B)
Post 1—Class TEACHER to assume responsibility for the Special Care Unit.
Post 2—Class TEACHER with responsibility for all teaching and recreation in the school.
This purpose built school is set in a pleasant residential area of Maltby and has 51 children on roll.
Closing date: 24th September, 1976.

MILTON E.S.N. (M) SCHOOL
Required for January, 1977:
TEACHER (Scale 3)
SCALE 3(B)
General class teaching, with responsibility for Multi-Sensory SCIENCE throughout the School.
Closing date: 24th September, 1976.
Application forms available from the Principal Recruitment Officer, Education Office, Municipal Buildings, Rotherham. Tel: Rotherham 2191 Ext. 2357.
R. W. Ellis, Director of Personnel Resources.

SOMERSET
CHURCHILL SCHOOL
Nunney Road, Frome
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Scale 3B. This school is developing a new curriculum for pupils with severe learning difficulties and the successful candidate will be responsible for the integration of physical education and swimming into the curriculum.
Scale 2B. To be responsible for MATHEMATICS and ASSESSMENT in the school.
Scale 2B. To be responsible for SCIENCE.
Scale 2B. To be responsible for GENERAL SUBJECTS.
Scale 2B. To be responsible for CRAFTS.
Scale 2B. To be responsible for ART and CRAFT SUBJECTS. The successful applicant will work mainly in the Art Department and will be expected to advise the Head of Department. An interest in outdoor activities is an advantage.
Closing date 27th September.
Application forms and details (stamped addressed envelope) from the Head at the school.

STAFFORDSHIRE
LONDON HALL SCHOOL
Ashford Green, Ashford
Applications are invited from mature and experienced persons for the following posts, commencing on January 1977:
(1) Senior TEACHER, Scale 3, for Special Care Unit, plus appropriate allowance. Duties will include supervision of residential accommodation. Experience of working with children with severe learning difficulties, or its equivalent, would be required in addition to qualifications and experience appropriate to the teaching of children with severe learning difficulties, or its equivalent.
(2) Assistant TEACHER, Scale 2, to be responsible for MATHEMATICS throughout the school. It is an advantage for candidates to be willing to meet the challenge of a new appointment. Those with some experience of senior staff responsibility for a group of 10 to 20 members, over a period of two years, will be preferred. A responsible post with early accommodation will be available for the successful applicant.
(3) Assistant TEACHER, Scale 2, to be responsible for SCIENCE throughout the school. It is an advantage for candidates to be willing to work in conjunction with the Head Teacher and other members of the staff in the development of the new curriculum. Experience of working with children with severe learning difficulties, or its equivalent, would be an advantage.
(4) Assistant TEACHERS, Scale 2, to be responsible for GENERAL SUBJECTS throughout the school. Candidates should be willing to contribute to the development of the new curriculum.
Application forms and further details may be obtained from the Chief Education Officer (Ref. No. 76/C), County Hall, Stafford, to whom they should be returned by not later than September 24th, 1976.

WEST SUSSEX
WEST DEAN AREA
ST. CUTHMAN'S SCHOOL
Stedham, Midhurst, Sussex
GU29 0QL
E.S.N.(M), Groups 5(B), 120 on roll, residential.
Required January, 1977, suitably qualified and experienced TEACHERS for 2 posts with special responsibility for HANDICRAFT, CARE (including cooking) and HOUSEWORK age range 7-11 to 9-16 respectively. Single accommodation available.
Salary and lodging £581 per annum. Application forms from Mr. R. Goodwork, Headteacher, and applications to Mr. R. Goodwork, Headteacher, Area Education Officer, Bognor Regis.

CAMBRIDGESHIRE
PETERBOROUGH AREA
ST. GEORGE'S SCHOOL
Lawn Avenue, Peterborough PE1 3HB
Scale 3 (3)
Required by January, 1977:
ASSISTANT TEACHER, Scale 1, plus Special Schools Allowance for Special Care Unit. The successful applicant will be required to work under the direction of the Head of the Unit, as a member of a team providing for the needs of pupils suffering from emotional disturbance. There is a possibility of accelerated promotion for those with training and relevant experience in appropriate cases.
Further particulars and forms of application are obtainable from Mr. A. Bridges, Headmaster, to whom they should be returned by Friday, 24th September, 1976.
Intending candidates are welcome to visit the School by arrangement with the Headmaster at Peterborough 62666.

CLWYD
CARTREF MEIRYS SCHOOL
Mostyn Day Care County Extended
Wales
Port of Care Concern
Cartref Meirys is an independent special school for boys with severe but emotionally disturbed boys aged 11-16 years. The school is situated on the northern boundary of the Talacre Warren Nature Park, and makes good use of the outdoor educational potential of the area. The staff team of twelve, teachers and residential care workers, are dedicated fully in the wide curriculum of the school and in the pastoral care which we now invite applications from suitably qualified people for the following posts:
ASSISTANT TEACHER MEMBER of STAFF, class teaching, to be responsible primarily for HOUSEKEEPING and COOKING. Scale 1 plus full part in the caring and curriculum duties, plus £2,000 per annum, plus £2,173 by four to £2,443 plus £2,443.
(2) RESIDENT ASSISTANT MEMBERS of STAFF, non-teaching, with suitable talents and interests which could be developed to the wide ranging curriculum of the school. A simple basic training is given and preference will be given to candidates who are able to work for four nights a week for which there is a supplement of £1,127 by four to £2,115 plus £2,443.
Applications for either of these posts will be particularly welcome from candidates who have had some experience and who could develop their skills in the wide ranging curriculum of the school.
Letters of application giving full details of training and relevant experience together with the names of two referees should be sent to the Headmaster. Any further information required will be given gladly by the Headmaster. Tel: Mostyn 3434.

DEVON
LONGCAUSE SCHOOL
Plympton, Plymouth PL7 3JH
Headmistress: Miss Rose Hall
Assistant TEACHER required for a small class of five to eight boys, E.S.N.(M) children. Additional qualification and/or practical experience an advantage. Possibility of Scale 2(B) available.
Application forms and further particulars obtainable (stamped addressed envelope) from the Headmistress at the above address. Closing date, September 29.

LIMPSFIELD GRANGE SCHOOL, LIMPSFIELD, near OXTED
Applications are invited from teachers of suitable experience to teach GENERAL SUBJECTS to junior children at this residential school for 38 delicate girls aged 5-16 years and boys aged 5-10 years. An ability to teach MATHEMATICS and an interest in SWIMMING would be an advantage, as would a diploma in teaching handicapped children. The post is a residential one. Salary within Burnham Scale plus £2,443 Allowance and payment of £920 for not less than 15 hours per week extra/duties.
The Headmistress would welcome enquiries. Tel. Oxted 3215. Application forms and further details from the County Education Officer, County Hall, Kingston upon Thames (ref: HC/JMH).

NUTFIELD PRIORY SCHOOL, REDHILL
Assistant Teacher required at this mixed boarding school for 60 deaf children aged 11-16 years to take BOYS' PHYSICAL EDUCATION and MATHEMATICS. Scale 1 plus Special Schools Allowance and payment of up to £920 for extra/some duties of 15 hours per week (maximum). Single or possibly married accommodation available.
Further details and application forms from the Headmaster, Tel. Nutfield Ridge 2227.

ST. NICHOLAS SCHOOL, REDHILL
Teacher wanted at this Boarding School for Secondary age slow-learning boys. Experience in this type of work helpful but more important would be a flexible approach to the many educational problems which will be encountered.
Accommodation may be available near to the school. Special Schools Allowance payable, plus £920 (maximum) for extra/some duties. Scale 2 post may be available to suitable candidate.
Further details and application forms from the Headmaster, Tel. Redhill 61152.

SUNNYDOWN SCHOOL, HOG'S BACK, GUILDFORD
Assistant Teacher required at this residential school for 40 secondary age epileptic boys. Ability to teach HANDICRAFT in particular woodwork an advantage.
Salary scale plus Special Schools Allowance, plus maximum payment of £920 for extra/some duties. Staff house available at reduced rental.
The Headmaster would welcome enquiries, Tel. Guildford 75179.

WEY HOUSE SCHOOL, BRAMLEY, near GUILDFORD
An Assistant Teacher is required for January, 1977, to take boys approximately at this modern residential school for socially emotionally disturbed girls. Salary within Scale 1 plus Special Schools Allowance. Payment of £920 for extra/some duties. Some extra-mural duties. Self-contained single accommodation available at reduced rental. Possibility of married couple with children may be considered. Further details and application forms from the Headmistress.

SURREY COUNTY COUNCIL
- Fringe Area London Allowance £150 p.a. throughout the county.
- Generous relocation expenses in approved cases.

FARMSTEAD SCHOOL, EPSOM
ASSISTANT TEACHER required at this Hospital School. Salary within Scale 1 plus Special Schools Addition.
This is a post giving an opportunity for a versatile teacher to employ a variety of methods and skills by building personal relationships with educationally impaired pupils of good intelligence and to work in cooperation with other disciplines in a Regional Psychiatric Adolescent Unit which is pushing an expanding community service. SCHOOL aptitude would be an advantage.
The Head Teacher would welcome enquiries. Tel. Epsom 22021.

LIMPSFIELD GRANGE SCHOOL, LIMPSFIELD, near OXTED
Applications are invited from teachers of suitable experience to teach GENERAL SUBJECTS to junior children at this residential school for 38 delicate girls aged 5-16 years and boys aged 5-10 years. An ability to teach MATHEMATICS and an interest in SWIMMING would be an advantage, as would a diploma in teaching handicapped children. The post is a residential one. Salary within Burnham Scale plus £2,443 Allowance and payment of £920 for not less than 15 hours per week extra/duties.
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Accommodation may be available near to the school. Special Schools Allowance payable, plus £920 (maximum) for extra/some duties. Scale 2 post may be available to suitable candidate.
Further details and application forms from the Headmaster, Tel. Redhill 61152.

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The Headmaster would welcome enquiries, Tel. Guildford 75179.

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DORSET
LYNDSPARE DAY SPECIAL SCHOOL
Picnic
(50 maladjusted children aged 5 to 11)
Required January, 1977, TEACHER for this new School due to open in January, 1977. One with interest and experience of nursery/infant classes, and others, in general class teaching. Possibility of Scale 2 post.
Assistance with removal and lodging expenses.
Application forms and further details from the Educational Development Officer, c/o Blades Farm School, Hanham Avenue, Easton, Parkstone, Dorset, to be returned on receipt of stamped addressed envelope.

HAMPSHIRE
NORTH-WEST AREA
BASINGSTOKE UNIT FOR MALADJUSTED CHILDREN
ASSISTANT TEACHER, Scale 1, with Special Schools Allowance.
Application forms and further particulars from the Headmaster, Basingstoke Unit for Maladjusted Children, Basingstoke Road, Reading, Berkshire.

HARINGEY
(London Borough of)
Required as soon as possible:
RESIDENT TEACHER for Boarding Unit for Maladjusted Children, Scale 1 plus Special Schools Allowance. Applicants should be well qualified and experienced in working with maladjusted children and should be prepared to take a full part in the life of the Unit, as a member of a team providing for the needs of pupils suffering from emotional disturbance.
Applications from married couples will be welcomed.
Further particulars and application forms from the Headmaster, Mr. L. Sinclair, Tel. 01-889 3000 Ext. 2.
Closing date: 24th September, 1976.

KENT
KENT LONDON EDUCATION AUTHORITY
ASSISTANT SCHOOL
St. Mary Cray
(Maladjusted senior boys)
TEACHING TECHNICAL STUDIES/GENERAL SUBJECTS
HOSPITAL SCHOOL
Orpington, BR5 1HJ
Please see ILEA Composite advertisement.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
OAK BANK SCHOOL
Seal, near Sevenoaks
Required ASSISTANT MASTER to teach MATHEMATICS and an interest in SWIMMING would be an advantage, as would a diploma in teaching handicapped children. The post is a residential one. Salary within Burnham Scale plus £2,443 Allowance and payment of £920 for not less than 15 hours per week extra/duties.
The Headmistress would welcome enquiries. Tel. Oxted 3215. Application forms and further details from the County Education Officer, County Hall, Kingston upon Thames (ref: HC/JMH).

NUTFIELD PRIORY SCHOOL, REDHILL
Assistant Teacher required at this mixed boarding school for 60 deaf children aged 11-16 years to take BOYS' PHYSICAL EDUCATION and MATHEMATICS. Scale 1 plus Special Schools Allowance and payment of up to £920 for extra/some duties of 15 hours per week (maximum). Single or possibly married accommodation available.
Further details and application forms from the Headmaster, Tel. Nutfield Ridge 2227.

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Teacher wanted at this Boarding School for Secondary age slow-learning boys. Experience in this type of work helpful but more important would be a flexible approach to the many educational problems which will be encountered.
Accommodation may be available near to the school. Special Schools Allowance payable, plus £920 (maximum) for extra/some duties. Scale 2 post may be available to suitable candidate.
Further details and application forms from the Headmaster, Tel. Redhill 61152.

SUNNYDOWN SCHOOL, HOG'S BACK, GUILDFORD
Assistant Teacher required at this residential school for 40 secondary age epileptic boys. Ability to teach HANDICRAFT in particular woodwork an advantage.
Salary scale plus Special Schools Allowance, plus maximum payment of £920 for extra/some duties. Staff house available at reduced rental.
The Headmaster would welcome enquiries, Tel. Guildford 75179.

WEY HOUSE SCHOOL, BRAMLEY, near GUILDFORD
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SPECIAL EDUCATION
Scale 1 Posts
continued

BAVERING
(London Borough of)
EDUCATION DEPARTMENT
BYCORUS SCHOOL
Bell Hill
Bettie Road, Harold Hill, Romford RM3 9QX
Required January, 1977, or earlier if possible:
TEACHER, preferably with Special School experience, for post of Deputy Head Teacher.
Applications for general class teaching, with responsibility for Physical Education, Games and Dance, also considered.
Scale 3 plus Special Care Allowance.
The successful applicant will be expected to take up the appointment in January, 1977.
Application forms and further particulars from the Headmaster, Mr. L. Sinclair, Tel. 01-889 3000 Ext. 2.
Closing date: 24th September, 1976.

BEDFORDSHIRE
EDUCATION SERVICE
SUNNYSIDE SCHOOL, E.S.N. (S)
The Mall, Biggleswade, Beds.
Applications are invited from qualified TEACHERS for this new school for mentally handicapped children for the post of ASSISTANT TEACHER, to commence duties in January, 1977.
Applications should be enthusiastic individuals with a desire to work as a member of a team seeking to create a happy stimulating learning environment for pupils whose ages range from three to nineteen years, many of whom have additional physical and behavioural difficulties.
Requirements are also invited with regard to three additional posts which could be created in January 1977 to suitable applicants, prior to the opening of the extension to the school.
Application forms may be obtained from the Head Mistress at the school by telephone Biggleswade 312281.

BEDFORDSHIRE
INNER LONDON EDUCATION AUTHORITY
STOCKBRIDGE PARK SCHOOL
Near Leighton Buzzard
(Maladjusted senior boys)
TEACHER GENERAL SUBJECTS
Scale 2(B)
Please see I.L.E.A. Composite advertisement.

BRADFORD (City of)
EDUCATION COMMITTEE
LAIRDALE SCHOOL
Secondary Handicapped Wing
Scale 2 (B) MATHEMATICS
Applications are invited for this interesting new post from suitably qualified persons to commence in January, 1977, or as soon as possible. Duties will be mainly with visually handicapped children in secondary classes but with some opportunity to assist with other classes. Experience of working with children with visual handicap would be an advantage but not essential. Further details and application forms from the Chief Education Officer (Ref. No. 76/C), Municipal Offices, Bradford. Applications must be returned by not later than September 24th, 1976.

WEST SUSSEX
WEST DEAN AREA
ST. CUTHMAN'S SCHOOL
Stedham, Midhurst, Sussex
GU29 0QL
E.S.N.(M), Groups 5(B), 120 on roll, residential.
Required January, 1977, suitably qualified and experienced TEACHERS for 2 posts with special responsibility for HANDICRAFT, CARE (including cooking) and HOUSEWORK age range 7-11 to 9-16 respectively. Single accommodation available.
Salary and lodging £581 per annum. Application forms from Mr. R. Goodwork, Headteacher, and applications to Mr. R. Goodwork, Headteacher, Area Education Officer, Bognor Regis.

Scale 1 Posts

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EDUCATION SERVICE
SUNNYSIDE SCHOOL, E.S.N. (S)
The Mall, Biggleswade, Beds.
Applications are invited from qualified TEACHERS for this new school for mentally handicapped children for the post of ASSISTANT TEACHER, to commence duties in January, 1977.
Applications should be enthusiastic individuals with a desire to work as a member of a team seeking to create a happy stimulating learning environment for pupils whose ages range from three to nineteen years, many of whom have additional physical and behavioural difficulties.
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Near Leighton Buzzard
(Maladjusted senior boys)
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Scale 2(B)
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LAIRDALE SCHOOL
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LANCASHIRE
NATIONAL CHILDREN'S HOME
CROWTHORN SCHOOL
Tidsworth, near Hilton
(Boarding School for Educationally Sub-Normal Boys and Girls, recognised by and under the Department of Education and Science)
There will be a vacancy on 1st January, 1977, for a TEACHER (preferably with Special School experience or good Primary School experience) to take charge of Remedial Maths and DRAMA. Other subsidiary skills would be considered.
Salary according to the Burnham Scale. The service is fully pensionable and provision made for teachers' superannuation.
Scale 3 post could be available to suitably qualified applicant.
Details and application forms from the Headmaster.

LANCASHIRE
NATIONAL CHILDREN'S HOME
CROWTHORN SCHOOL
Tidsworth, near Hilton
(Boarding School for Educationally Sub-Normal Boys and Girls, recognised by and under the Department of Education and Science)
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Salary according to the Burnham Scale. The service is fully pensionable and provision made for teachers' superannuation.
Scale 3 post could be available to suitably qualified applicant.
Details and application forms from the Headmaster.

LINCOLNSHIRE
ST. CLEMENT'S SCHOOL
Bowl Alley Lane, Horncastle, Lincs
Required for January, 1977:
Day weekly boarding E.S.N.(M) 7 to 11
TEACHER required for general class of junior aged children with responsibility for MUSIC and MOVEMENT and PHYSICAL EDUCATION. Candidates should be prepared to take a full part in the games and outdoor activities of the school.
Scale 2 plus special schools allowance plus £2,443 by annual increments of £74 to £2,517 plus £2,443.
Applications should be made to the Headmistress, Miss Hall, to whom further particulars may be obtained.

SUSSEX
(London Borough of)
EDUCATION COMMITTEE
SPECIAL SCHOOL
Abbots Way, Woodlands, Near Epsom
Required from October 26th 1976:
TEACHER for SPECIAL SCHOOL for PHYSICAL EDUCATION and GAMES
Applications should be sent to the Headmaster, Mr. C. G. Vivash.

STAFFORDSHIRE
EDUCATION COMMITTEE
SPECIAL SCHOOL
Abbots Way, Woodlands, Near Epsom
Required from October 26th 1976:
TEACHER for SPECIAL SCHOOL for PHYSICAL EDUCATION and GAMES
Applications should be sent to the Headmaster, Mr. C. G. Vivash.

SUSSEX
(London Borough of)

CHANNEL ISLANDS,
VICTORIA COLLEGE,
JERSEY

GRADUATE

REQUIRED JANUARY, 1977
to teach
FRENCH

up to 'A' level.
German or Latin as a
second language would be welcome.

Salary—Burnham Scale 2

Further details from the Headmaster.
Telephone Jersey 37591.

THE SPASTICS SOCIETY

LANCASTER

PRINCIPAL

The Spastics Society is opening a new Further Education College in Lancaster for 70 students in the ESN(M)/low average ability range. Age group 16 to 18 years.

We require a PRINCIPAL (MAN or WOMAN) to take up appointment on 1st January, 1977, with a view to opening the College on 1st September, 1977. The post will offer an opportunity for the development of non-traditional patterns of education and management.

Burnham F.E. Regulations for salaries and conditions of service will apply.

Application form and further particulars from: The Personnel Officer, Schools and Centres, The Spastics Society, 12 Park Crescent, London, W1N 4EQ, to whom they should be returned by 24th September.

London Borough of Barking
BARKING COLLEGE OF TECHNOLOGY
Dagenham Road, Romford, Essex, RM7 0XU

VICE-PRINCIPAL

Applications are invited for the post of Vice-Principal for this Group 6 College from January 1, 1977. Salary £8,739 per annum plus London Weighting of £402.

Requests for application forms and further details should be accompanied by a stamped addressed envelope and sent to the Chief Education Officer, Education Offices, Town Hall, Barking, Essex. Completed forms to be returned to him by October 4, 1976.

Bedfordshire Education Service
BARNFIELD COLLEGE (LUTON)
New Bedford Road Luton LU3 2AX
Schools of Humanities and Business Studies

Head of School Grade IV

Salary £7,088 to £7,905 (includes £312 supplement)

This vacancy, effective from January, 1977, arises from the promotion of the present Head of School.

Further details and application forms (returnable within 14 days), obtainable from the Principal, on receipt of a stamped addressed envelope.

INDEPENDENT
Modern Languages
continued

LONDON, N.16
LUBAVITCH HOUSE SCHOOLS
107-115 Stamford Hill
London N16 6XP
Independent girls' senior school requires immediately qualified experienced FRENCH TEACHER to start A 'Level with responsibility for entire department.

GRADUATE wanted to teach German and French to A/L part-time pupil at College. Esher, Surrey. Tel. Esher 63865.

Music

Heads of Department

KENT
COBHAM HALL
Cobham
HEAD OF MUSIC. Experienced, practising musician required as Mistress. January, 1977, to organise and develop an already strong music department in this girls' public school. Large well-lighted and equipped teaching studios and visiting staff teaching the range of orchestral instruments and pianoforte. Two orchestras, choirs and music to A' level.
The post may be resident or non-resident and the salary will be scaled according to experience.
Please apply in writing, with curriculum vitae, stating fields of musical instrumental and giving names and addresses of two referees, to the Headmistress, Cobham Hall, Cobham, near Gravesend, Kent.

Other Assistants

BEDFORD
BEDFORD SCHOOL
Required for January, 1977 or April, 1977, two Assistants in the MUSIC DEPARTMENT, who, at present, will be responsible for Junior Choirs as well as teaching PIANO, ORGAN and G.C.S.E. Ability to play string instrument another instrument and to help with the choirs are five periods. Orchestras would be an advantage.
Salary Burnham Scale.
Please apply with details of qualifications and experience and the names of two referees to the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU. Mrs. Anna Fuller, Matriculant.

DEVON
DAWLISH COLLEGE
Co-educational boarding school for children of professional people requires HEAD OF MUSIC plus TEACHER to teach Music (choral work) must be professional, if not of Honours standard, which entails looking after choir and some class-teaching.
Free board and accommodation for single tutors during term time. Married tutors living out. Full Music Department facilities. Apply to the Headmaster, Dawlish College, Devon.

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
Letchworth
Independent Boarding and Day School for Girls
Required in September, 1976—Assistant Mistress to teach to 'A' level and to help with the choir and the training of Descants an advantage.
Apply in writing, giving names of two referees to the Headmistress.

KENT
COBHAM HALL
Cobham
Girls' independent boarding and day school, founded 1962, 20 miles London, 20 acres, aged 12-18 with 80 Sixth formers).
Required
A RESIDENT TEACHER OF MUSIC (G.B.S.M. or R.C.M.) to Grade 8 in a flourishing Music Department. Responsible for Choir, Orchestra and Music to 'A' level.
The post may be resident or non-resident and the salary will be scaled according to experience.
Please apply in writing, with curriculum vitae, stating fields of musical instrumental and giving names and addresses of two referees to the Headmistress.

SUSSEX
HURSTPIERPOINT COLLEGE
Hurstpierpoint, BN6 9JS
Required January, 1977, or sooner for one, two or three terms, a TEACHER OF MUSIC, GUITAR and SINGING to help with the Choir and Junior Schools. This is specially suitable for a young graduate musician at the beginning of his career. Full Music Department facilities available.
Applicants should write to the Director of Music supplying curriculum vitae and the names and addresses of two referees.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent/boarding school for 600 girls
Required for January, 1977, well-qualified MUSICIAN to join Department of over 10 to take charge of Junior Music and assist in Senior School. Some responsibility for Music Appreciation and Choir. Full Music Department facilities. Applications, with curriculum vitae and names of two referees, to the Headmistress.

Pastoral

HERTFORD
QUEEN'S SCHOOL
Chapel End
Girls' Public Day and Boarding School
(G.B.G.S.A. and U.S.A. 370 in Senior School)
Required in January, 1977 :—
ASSISTANT to be responsible for MUSIC throughout the School, to organise and teach the subject in Senior School.
Main games : Hockey, Netball, Tennis. Swimming (new pool). Athletics recently introduced.
Scale 2 plus responsibility allowance. Good and experienced candidates. London fringe allowance. Improvement superannuation. Non-resident.
Applications, with names of references, to Headmistress.
Temporary appointment for two terms might be considered.

Other Assistants

LONDON
Required for January, 1977, qualified TEACHER for eight-year-old girls. Progressive Education. Recorder desirable. Burnham Scale. Government superannuation.
Apply to the Headmistress, Red-cliffe School, 47 Redcliffe Gardens, SW10 9BH.

WARWICKSHIRE
BILTON GRANGE PREPARATORY SCHOOL
There is a vacancy in January, 1977, for a MASTER to teach PHYSICAL EDUCATION with a subsidiary subject. Good coaching ability in Athletics and Cross Country running is essential.
Applicants should write, enclosing curriculum vitae, to the Headmaster, two referees, to the Head Master's School House, Rugby, Warwickshire.

Physical Education

Heads of Department

SURREY
PARSONS MEAD
Ashtead, Epsom KT21 2HE
(Girls' Public Day and Boarding School
(G.B.G.S.A. and U.S.A. 370 in Senior School)
Required in January, 1977 :—
ASSISTANT to be responsible for PHYSICAL EDUCATION throughout the school and to teach the subject in Senior School.
Main games : Hockey, Netball, Tennis. Swimming (new pool). Athletics recently introduced.
Scale 2 plus responsibility allowance. Good and experienced candidates. London fringe allowance. Improvement superannuation. Non-resident.
Applications, with names of references, to Headmistress.
Temporary appointment for two terms might be considered.

Other Assistants

LONDON
Required for January, 1977, qualified TEACHER for eight-year-old girls. Progressive Education. Recorder desirable. Burnham Scale. Government superannuation.
Apply to the Headmistress, Red-cliffe School, 47 Redcliffe Gardens, SW10 9BH.

WARWICKSHIRE
BILTON GRANGE PREPARATORY SCHOOL
There is a vacancy in January, 1977, for a MASTER to teach PHYSICAL EDUCATION with a subsidiary subject. Good coaching ability in Athletics and Cross Country running is essential.
Applicants should write, enclosing curriculum vitae, to the Headmaster, two referees, to the Head Master's School House, Rugby, Warwickshire.

Religious Education

Heads of Department

WILTSHIRE
DAUNTSEY'S SCHOOL
West Lavington, near Devizes
Boys, 11-18
H.M.C. Direct Grant; Heraldine Independent Sixth Form College with Conservative Christian School Ethos
Required
CHAPLAIN and HEAD OF RELIGIOUS STUDIES to be responsible for the Religious Education throughout the School.
Salary: Burnham Scale 3 with Responsibility Allowance.
There is accommodation for a married man, and other applicants.
Applications, as soon as possible, in the candidate's own hand-writing, giving details of interests and the names of two referees, should be addressed to the Headmaster from whom further particulars may be obtained.

Other Assistants

KENT
KING'S SCHOOL
Rochester
Independent Boarding and Day School for Boys
310 boys in Senior School
Required
A CHAPLAIN will be required in January, 1977. The school has 310 boys in the Senior School and the chaplain has responsibility for the religious instruction throughout the school, for the chapel services and pastoral work, and for organising the religious education throughout the school.
Further details may be obtained from the Headmaster. Applications, with the names of two referees, should be sent by Monday, 13th September, 1976.

Science

Heads of Department

PERTHSHIRE
RANNOCH SCHOOL
(B.V.S. 1, 1,750, 240 boys)
HEAD OF PHYSICS required September, 1977, to teach Physics to 'A' level. Experience of teaching to 'A' level essential and practical experience desirable. Duties to include setting up a new laboratory.
Apply with curriculum vitae and names of two referees to Headmaster, Rannoch School, Perthshire PH17 2QG.

Other Assistants

LANCASHIRE
BOLTON SCHOOL
(U.M.I.S./A45 boys)
PHYSICS SPECIALIST TEACHER required by January, 1977 to teach throughout the school from the age of 11 with a share in the Sixth Form work. The Department is well-equipped and successful and with a steady record of Oxbridge awards and awards to study medicine. Applicants should have a good honours degree in Physics and preferably some experience of teaching in a boys' school. Salary on Burnham Scale according to qualifications and experience. Assistance with removal expenses. Applications, with full details of qualifications and experience and the names of two referees, should be sent to the Headmaster, Bolton School, Chorley New Road, Bolton BL1 4PA.

LONDON, N.W.3
HEATH MANTON SCHOOL
(Girls' Day/Boarding)
REQUIRED for January, 1977, TEACHER of PHYSICS to 'A' level. Applications from graduates, preferably with experience, should be sent to the Headmistress, Heath Manton School, 1 Keats Grove, London, N.W.3.

SOUTH YORKSHIRE
ST. CHARLES' COLLEGE
Great Houghton, Barnsley
Required for January, 1977, PHYSICS TEACHER to teach throughout the College. Applications, with full details of qualifications and experience, should be sent to the Principal, St. Charles' College, Great Houghton, Barnsley, South Yorkshire.

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Independent/boarding school for 600 girls
Required for January, 1977, well-qualified MUSICIAN to join Department of over 10 to take charge of Junior Music and assist in Senior School. Some responsibility for Music Appreciation and Choir. Full Music Department facilities. Applications, with curriculum vitae and names of two referees, to the Headmistress.

Other than by Subject Classification

LONDON
Required for September, 1976, TUTOR to teach in Advanced level in PHYSICS with ELECTRONICS (practical), ECONOMICS, CHEMISTRY.
Please give details of degrees and experience of School Teachers' Union & Dick Ltd., 10-14 Pembroke Square, W8 6PB.

GABBITAS-THRING SERVICES LTD.
6, 7 & 8 Sackville Street
London W1X 1HH
Telephone 01-734 0161
are seeking well-qualified experienced SCHOOL TEACHERS for Staff Agency.

INDEPENDENT SCHOOLS
No fee whatever is payable by Candidates for Teaching Posts.

ENGLISH mornings only. Graduate tutor wanted to help pupil, small private classes (girls 16-14 yrs.) London suburb, near Richmond Park area. Weekly pins travel allowance. Call 01-876 1844 after 6 p.m. No. 918 with the Times W.C.1.

F.I.S. Wanted in good independent school, Dublin. Details from Secretary, Department 911 Follow Road, London NW3 3DJ.

FRENCH, mornings only. Graduate tutor wanted to help pupil, September, small tutorial classes (girls 15-14 yrs.), London suburb near Richmond Park. Permanent post. 2½ hrs. weekly plus travel allowance. Curriculum Vitae to Box No. TES 3440 The Times W.C.1.

RESIDENT MASTER required in September to teach French and/or Latin and General Subjects with some Games. Apply in writing, giving full details of qualifications and experience and telephone number if possible to The Headmaster, Cundall Manor, Helperby, York YO6 2HW. Telephone Tollers 300.

Preparatory Schools

Headships

GLOUCESTER
WYCLIFFE COLLEGE JUNIOR SCHOOL
Applications are invited for the HEADSHIP, to be filled from September, 1977, or January, 1978. Stroker, M.A., who will be retiring in August, 1977.
The applicant should have qualifications and experience appropriate to a flourishing preparatory school of 180 pupils.
Further particulars, write to The Rev. Canon Dr. Peter Hall, Chairman of Governors, Wycliffe College, Stonehouse, Glos., GL10 2JQ, to whom application must be made not later than September 10th.

LONDON, N6 4AY
HIGHGATE JUNIOR SCHOOL
Applications are invited from graduate men for the Headship of this school, to succeed Mr. H. Sherwin retiring from the post at the end of the summer term 1977. There are 420 boys in the school of whom some 90 are boarders.
Details of the School, the post and emoluments may be had and obtained from the Headmaster, Highgate School, to whom applications should be sent by 1st October.

SURREY
GUNTHURST SCHOOL
Haxworth, Surrey
HEAD TEACHER
The Governors invite applications for the Headship of this preparatory school, made vacant by the retirement of the present Head Teacher. The school, with a 3½-generation history, caters for some 170 boys, a number of whom are boarders.
The salary attached to the appointment will be £3,000 per annum and free accommodation for the Head's family is provided. The successful candidate will be expected to take up his appointment on either 1st January, 1977, or 1st April, 1977. Details of the appointment may be obtained from the Secretary to the Governors.
Four copies of applications with details of curricula vitae together with the names of two referees may, and should, be addressed to the Secretary to the Governors to arrive before 30th September, 1976.

By Subject Classification

English

MIDDLESEX
ORLEY FARM SCHOOL
South Hill Avenue, Harrow
Required in September, 1977, ENGLISH MASTER to teach throughout the School with Games and other duties. Salary Burnham Scale, plus allowance for Games. Apply with curriculum vitae and names of two referees to the Headmaster.

Music

NORTHAMPTONSHIRE
WINCHESTER HOUSE SCHOOL
Brackley
Required
DIRECTOR OF MUSIC to succeed Mr. L.A.P.S. Jones (Preparatory School Music Association) who is also offering to succeed him. Responsibility for teaching and choirmastering, with possible boarding accommodation. School has own orchestra, choir, holidays. Burnham Scale.
Full details from D. A. Simpson, Esq., at the School.

Other than by Subject Classification

NORFOLK
IRON CLAD HOUSE
PREPARATORY SCHOOL
Gayton Road
Kings Lynn
Required in January, 1977, for this Preparatory School (boys 7-13) a Public School Scholarship Standard, and Oxford Entrance Graduate with Games and Music. Salary Burnham Scale and Government Superannuation.
Apply with references in writing to Mr. Richard Turner, Headmaster, Iron Clad House Preparatory School, Norwich.

Colleges of Further Education

Heads of Department

BERKSHIRE
THAMES VALLEY COLLEGE OF HEALTH AND FASHION
Reading
HEAD (OR DEPARTMENT) OF FOOD HEALTH AND FASHION
(Grade III)
This post is vacant from 1st September, 1977, because of the retirement of the present Head of Department.
Candidates should have good qualifications, professional experience and teaching experience. Preference will be given to those who are currently engaged in the field of work covered by the post.
Assistance is given with removal expenses where this is appropriate. Assistance is also given with initial expenses of appointment.
For application form and further particulars, send a stamped addressed envelope to the Principal, Thames Valley College of Health and Fashion, Bennet Road, Reading, Berkshire RG2 0QA. Closing date 20th September, 1976.

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY
Ref. 76/14
HEAD (OR DEPARTMENT) OF FOOD HEALTH AND FASHION
(Grade III)
This post is vacant from 1st September, 1977, because of the retirement of the present Head of Department.
Candidates should have good qualifications, professional experience and teaching experience. Preference will be given to those who are currently engaged in the field of work covered by the post.
Assistance is given with removal expenses where this is appropriate. Assistance is also given with initial expenses of appointment.
For application form and further particulars, send a stamped addressed envelope to the Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. Closing date 20th September, 1976.

Other Appointments

BARKING
BARKING COLLEGE OF TECHNOLOGY
Dagenham Road, Romford, Essex RM7 0XU
Applications are invited for the following posts in the Department of MATHEMATICS AND SCIENCE :—
LECTURER I/II MATHEMATICS
Ref. 1/76
Salary £2,781-£4,680 per annum plus London Weighting. Applications forms and further details from The College Administrative Officer.
Application forms to be returned by 24th September, 1976.

BRENT
(London Borough of)
WILLESDEN COLLEGE OF TECHNOLOGY
The following posts are vacant from 1st September, 1976, but applications will be welcomed from candidates who will be available from January, 1977, or September, 1977. Applicants should state clearly the date from which they are available.
DEPARTMENT OF AUTOMOBILE ENGINEERING
LECTURER IN MECHANICAL ENGINEERING
Candidates should be Graduates with Corporate Membership of the Institution of Mechanical Engineers or the Chartered Institute of Production Engineers, together with experience in the Motor Industry or Road Transport Manager or Inspector's Certificate of Competence and Awards. Experience of teaching though other modal experience will be considered.
SENIOR LECTURER IN MECHANICAL ENGINEERING
Candidates should be Graduates with Corporate Membership of the Institution of Mechanical Engineers or the Chartered Institute of Production Engineers, together with experience in Industry. Ability to teach Mechanics would be an advantage.
LECTURER Grade I in MECHANICAL ENGINEERING. Ref. 76/1
Candidates should be Graduates or equivalent and have had industrial experience. Ability to teach Mechanics would be an advantage.
Salary scales (inclusive of London Allowance and Supplement (London Allowance £312 per annum) are :—
Senior Lecturer £5,031 to £5,955
Lecturer II £4,089 to £4,677
Lecturer I £3,165 to £4,089
Application forms may be obtained from the Principal, Willesden College of Technology, Dudden Hill Lane, London NW10 2XD, and should be returned within 14 days of the appearance of the advertisement.
Applicants should be prepared to produce evidence of previous experience in support of their applications.
Assistance with removal expenses may be given in approved cases.
Further particulars and application forms from the Personnel Officer, Willesden College of Technology, Dudden Hill Lane, London NW10 2XD.

BROMLEY
(London Borough of)
ORPINGTON COLLEGE OF FURTHER EDUCATION
Required for 1st January, 1977 :
LECTURER I in LAW and STRUCTURE OF BUSINESS.
Salary : Lecturer Grade I (including London Allowance), £3,030-£4,680.
Further details and application forms to be returned in 14 days may be obtained from the Principal, Orpington College of Further Education, The Walnuts, High Street, Orpington, Kent BR6 0TE.

CHESHIRE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION
Hartford Campus, Northwich
Cheshire CW8 1LJ
Applications are invited from suitably qualified persons for the following posts :—
LECTURER Grade I or II in BIOLOGY and ENVIRONMENTAL SCIENCE to teach at all levels up to G.C.E. 'A' level standard and C.S.E. Mode 3 Geography.
Application forms and further details may be obtained from the Principal at the above address to whom completed forms should be returned by 24th September.

COVENTRY (City of)
HENLEY COLLEGE OF FURTHER EDUCATION
Principal : H. Spence, B.Sc., F.R.I.C.
Applications are invited for the following posts, duties to begin 1st January, 1977, or earlier :—
(a) SENIOR LECTURER—Department of Business Studies and Languages to teach to 'A' level and to supervise courses in Export and Import Procedures. Ability to teach Shorthand and Typewriting would be an advantage.
(b) LECTURER Grade I to teach Shorthand and Typewriting to 'A' level and to help in more traditional Business Studies.
(c) LECTURER Grade I to teach Mathematics to 'A' level and to 'O' level and part-time courses to 'A' level and to 'O' level and to 'O'/16 courses.
(d) LECTURERS (Grade I (2 posts) who can teach one or both of the following subjects : Office Skills, Economics.
Applicants should preferably be graduates with appropriate professional experience and have successfully completed or be undertaking part-time courses in more traditional business studies.
Salary scales (inclusive of London Allowance and Supplement (London Allowance £312 per annum) are :—
Senior Lecturer £5,031-£5,955
Lecturer Grade II £4,089-£4,677
Lecturer Grade I £3,165 to £4,089
Application forms and further particulars from the Principal, Henley College of Further Education, Dunstall Hall, Dunstall Road, Wednesbury, West Midlands WS10 0PE. Telephone 021-556 6031. Closing date 30th September, 1976.

DEVON
COLLEGE OF FURTHER EDUCATION
Plymouth
TEACHERS GRADE I
SECRETARIAL STUDIES
Required to teach SHORTHAND TYPING and SECRETARIAL DUTIES. Some Law desirable. Part-time vacancies also available.
Salary Scale £3,781 to £4,689 (plus London Allowance). Appointment will be at point commensurate with qualifications and previous experience.
Application forms and further particulars obtainable from the Principal, Administrative Assistant, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QU. Completed forms to be returned as soon as possible quoting appropriate reference number.

ESSEX
HARLOW TECHNICAL COLLEGE
College Gate, The High, Harlow
DEPARTMENT OF MATHEMATICS AND SCIENCE
LECTURER I PHYSICS
Required for January, 1977, duties to begin on 4th January, 1977.
DUTIES to teach PHYSICS to 'O' level and to 'A' level and 'O' level.
Salary : £2,781-£4,680 per annum plus London Allowance. Applications forms and further details from The College Administrative Officer.
Application forms to be returned by 24 September, 1976.

HAMPSHIRE
FARNBOROUGH COLLEGE OF TECHNOLOGY
DEPARTMENT OF HUMANITIES
Ref. 76/15
PRINCIPAL LECTURER to assist the Head of Department with administration and to teach within one or more fields of work covered by the department.
Applicants should be graduates with an appropriate teaching qualification and preferably administrative experience.
DEPARTMENT OF SCIENCE
Ref. 76/16
LECTURER Grade I in BIOLOGY mainly for G.C.E. 'A' and 'O' level plus O.N.C. and C. classes.
Applicants should hold graduate or equivalent qualifications, preferably with teaching experience and/or training and practical experience. An interest in Microbiology and/or Environmental Science would be an advantage.
Ref. 76/17
LECTURER Grade I in PHYSICS mainly for G.C.E. 'A' level plus O.N.C.T.E.C. classes, but with the possibility of teaching in more advanced classes if suitably qualified.
Applicants should hold graduate or equivalent qualifications, preferably with teaching experience and/or training and practical experience. An interest in Electronics would be an advantage.
DEPARTMENT OF ENGINEERING
Ref. 76/18
LECTURER Grade I in FABRICATION and WELDING to teach G.C.E. 'O' level and C. & G. Welding Certificates but with the ability to teach to Technician level later.
Applicants should have appropriate qualifications and at either craft or technician level teaching experience and/or training for preference.
Assistance is given with removal expenses in approved cases. Further particulars and application forms may be obtained from the Principal, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB. Telephone Farnborough (Hants.) 515123 (STD 0252 515123). Closing date 30th September, 1976.

HILLINGDON
(London Borough of)
HILLINGDON TECHNICAL COLLEGE
Park Road, Uxbridge, Middlesex
Principal : W. H. Thomas, M.Sc., B.Sc.(Hons.), C.Chem., F.R.I.C., M.Inst.M.C.
Applications are invited for the following posts, duties to commence as soon as possible :—
DEPARTMENT OF SCIENCE AND GENERAL STUDIES
LECTURER Grade II in MATHEMATICS, STATISTICS and COMPUTING to assist in the teaching of Mathematics and Computing to students throughout the College. Applicants should have relevant experience in industry, research or teaching and should be working towards graduate status.
Salary Scale : Lecturer Grade I : £3,165-£4,089 per annum (plus £312 supplementary) plus London Allowance.
Application forms and further particulars obtainable from the Personnel Officer, Hillingdon Technical College, Park Road, Uxbridge, Middlesex. Telephone Uxbridge 51244 (Ext. 2). Closing date 20th September, 1976.

LANCASHIRE
EDUCATION COMMITTEE
NELSON AND COLNE COLLEGE
1st January, 1977 :—
LECTURER in ART (CHINA-PAINTING, GLASS STAINING and EMBROIDERY Collection.
Lecturer I
Salary Scale £3,781 to £4,689 (inclusive of London Allowance).
Further details from/application forms from :
Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson, Lancs. BB9 7YT.

LEICESTERSHIRE
CO-OPERATIVE COLLEGE
LUTON
Required for residential courses particularly for Nottingham University Diploma in Social Work in area of Economic and Social History, and History and Principles of Co-operation.
Salary Grade 2 of Burnham F.E. Scale : £3,165-£4,089 plus £312. Housing may be available for rent.
Further information from and applications to Co-operative College, Stanford Hall, Loughborough, Leicestershire LE12 5QR. Tel. 0509 [illegible]

LONDON
RIBA COLLEGE FOR THE DEFINITIVE ARTS
34 Leicester Square, London WC2H 7LU
DISPLAY DESIGN
LECTURER I required for Department of DISPLAY, principally to further the study and three dimensional art and craft work to enhance interior and exterior display, point of sale advertising and graphic design. Knowledge of particular display systems and construction desirable, particularly wood working skills and ability to draw. Salary £3,165 to £4,677, £312 supplement and £402 Inner London Allowance.
Starting salary dependent on qualifications, training and experience.
Application forms and further details from College's Senior Administrative Officer.

LONDON
INNER LONDON EDUCATION AUTHORITY
LONDON COLLEGE OF PRINTING
Stephani and Cobbla, London, SE1 0SB
Applications are invited for the following posts within the Department of Journalism and Communication Studies. The Lecturer will be required to contribute to and co-ordinate a wide range of Full and part-time courses, including post-graduate courses, in the theory and practice of journalism and communication. Candidates should have appropriate professional experience and qualifications and previous teaching experience. Applications should be made on the appropriate form, obtainable from the Secretary to the Governors, Department (Ref. C) ... [illegible]

LONDON
INNER LONDON EDUCATION AUTHORITY
CENTRAL SCHOOL OF SPEECH AND DRAMA
Embassy Theatre, Eton Avenue, London NW3 3HY
Applications are invited for the following posts :—
DEPARTMENT OF SPEECH
LECTURER Grade II to teach to a number of a specialist subjects, including one or more of subjects at below 'O' level. Applicants should have qualifications for the development of curriculum, research and teaching experience in industry, research or teaching in one of the subjects with clinic attendance experience.
Salary scale : Lecturer Grade I : £3,165-£4,089 per annum (plus £312 supplementary) plus London Allowance.
Application forms and further particulars from the Secretary to the Governors, The Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.

COLLEGES OF FURTHER EDUCATION continued

SALFORD
SALFORD COLLEGE OF TECHNOLOGY

DEPARTMENT OF HUMANITIES

Applications are invited for the post of

LECTURER IN GRADE II in CARPENTRY AND JOINERY STUDIES

Salary £3,570 to £6,465 (plus additional payments of £324 per annum).

Further particulars and forms of application may be obtained from the Principal, Dr. Salford City Technical College, Frederick Road, Salford M6 6PU (Please quote reference number of vacancy).

SHROPSHIRE
COUNTY COUNCIL
SHREWSBURY TECHNICAL COLLEGE
London Road, Shrewsbury
Tel.: 61343

SENIOR LECTURER in ENGLISH (re-advertisement)

required as soon as possible to be the co-ordinating tutor for the teaching of General and Communication Studies in the college. This is a section of the Faculty of Arts and Sciences providing Liberal Studies for English, General Studies, Physical Education, Drama, Dance and Music.

Application forms and further particulars are available from the Principal to whom they should be returned not later than 24th September, 1976.

SOMERSET
SCHOOL COLLEGE
Street
SENIOR TUTOR in ARTS, see display advertisement under SECONDARY.

SOUTH TYNESIDE
(Borough of)
HEBBURN TECHNICAL COLLEGE
RENEW ELSWICK
DEPARTMENT OF BUSINESS AND GENERAL STUDIES

Applications are invited for the post of SENIOR LECTURER in SECRETARIAL DUTIES, tenable from 1st January, 1977, or earlier if possible.

Candidates should be well qualified in Secretarial subjects and have extensive commercial and teaching experience, including experience of organising and administering full-time and part-time courses, and of liaison with professional teaching qualifications through attendance at day release courses.

Further particulars and a form of application, returnable by the 27th September, 1976, are available from the Principal, Hebburn Technical College, Mill Lane, Hebburn, Co. Durham, NE31 2AF or S. Bridges, Director of Education.

STAFFORDSHIRE
EDUCATION COMMITTEE
STAFFORD COLLEGE OF FURTHER EDUCATION
Beaconside, Stafford

Applications are invited for the post of

SENIOR LECTURER IN MOTOR VEHICLE ENGINEERING

to commence on 1st January 1977 or earlier by arrangement.

Applicants must be appropriately qualified in the automobile field and must have relevant industrial and teaching experience.

LECTURER I in ELECTRICAL ENGINEERING

To teach a range of engineering subjects and practical work appropriate to Electrical Engineering Craft courses and Technician courses, Sandwich Training courses. Applicants must be appropriately qualified in the Electrical/Electronic Engineering field and have relevant industrial and teaching experience.

Duties to commence as soon as possible, but no later than 1st January, 1977.

HEAD OF DEPARTMENT OF CATERING AND DOMESTIC STUDIES

Lecturing to teach Practical and Theoretical Aspects of Alcoholic and Beverage Service and Allied subjects.

Applicants should hold relevant qualifications and have had considerable experience in this subject in one or more areas of the catering industry.

Duties to commence as soon as possible.

CANNOCK CHASE TECHNICAL COLLEGE
Stafford Road, Cannock, WS11 2AE
HEAD OF DEPARTMENT OF ENGINEERING AND MATHEMATICS

LECTURER (GRADE 1) in MECHANICAL CRAFT STUDIES.

To be responsible to the Head of Department through the Section Leader in charge of Craft Studies for the teaching of Practical and related subjects on Craft and Technician courses.

The salaries for the above posts will be in accordance with the Burnham Further Education Scales:

Lecturer I: £3,705 to £4,602
Lecturer II: £5,502 to £6,864
Senior Lecturer: £6,864 to £8,037

The point of entry to the scale will depend upon previous teaching, industrial experience, qualifications and training.

In certain circumstances allowances are made for removal and lodging expenses.

Further details and application forms are available from the Principal of the college concerned. Completed forms should be returned by 30th September, 1976.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union.

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY
Stoke Road, Guildford, Surrey
DEPARTMENT OF BUSINESS & GENERAL STUDIES

LECTURER I in QUANTITATIVE TECHNIQUES

A LECTURER is required as LECTURER I to teach quantitative techniques and business calculations to Business Studies and Economics and ONC/D courses. A degree in mathematics or a cognate discipline, together with professional training or experience, would be appropriate. A degree in a related subject would be acceptable.

Salary: Lecturer I, £2,781-£4,599 plus £312 London Allowance payable. Advance on location expected in approved cases.

Graduate and professional members of the teaching profession may apply for a full application form from the Personnel Officer. Applications are to be returned as soon as possible.

WIGAN
(Metropolitan Borough of)
WIGAN COLLEGE OF TECHNOLOGY

DEPARTMENT OF COMMERCE
SENIOR ECONOMICS LECTURER (GRADE 1 in ECONOMICS, HISTORY AND STATISTICS)

Candidates should be well-qualified to teach Economic History and Statistics.

Salary Scale: £3,705-£4,377 plus £312 London Allowance.

Starting point dependent on qualifications and experience.

Further particulars and application forms from the Secretary, Wigan College of Technology, Parsons Walk, Wigan.

Returnable by 24 September, 1976.

WIGAN
(Metropolitan Borough of)
WIGAN COLLEGE OF TECHNOLOGY

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY
SENIOR LECTURER in BIOLOGY

Applications are invited for the above post which will have responsibility for the organisation and development of the Biological Studies work in the Department. Candidates should be well qualified with good teaching experience in Biological Sciences, knowledge and interest in the fields of Ecology and Education would be particularly welcomed.

Salary Scale: £5,691 to £6,465 plus £312 London Allowance.

Application forms from Head of Department, Wigan College of Technology, Parsons Walk, Wigan WN1 1RR.

Returnable by 24th September.

Colleges and Departments of Art

CHESHIRE
MIDDLEWICH COLLEGE OF FURTHER EDUCATION
Hartford, Cheshire, Northwich
Cheshire CW8 1LJ
CHESHIRE SCHOOL OF ART AND DESIGN
LECTURER Grade I in TECHNICAL GRAPHICS

Applications are invited for the above post. Candidates should have relevant qualifications and have industrial experience. Salary scale £5,502 to £6,465 (£5,577 with placing for industrial experience). Starting salary will be subject to a supplement of £312.

Application forms and further details are available from the above address to whom completed forms should be returned by 24th September.

DERBYSHIRE
CHESTERFIELD COLLEGE OF ART AND DESIGN
DEPARTMENT OF CREATIVE ARTS

LECTURER I in FINE ART (Ref. LFA)

For September, 1976, a GRADUATE with a good honours degree with painting 3-dimensional work as the main subject is invited to apply for the above appointment. Experience of teaching to degree and part-time degree students.

Salary on the Lecturer Grade II Scale for Teaching Staff + Further Education Standard Allowance of £312 per annum.

Write for further details, enclosing a stamped addressed envelope to the Administrative Officer-Registrar, to whom applications should be sent by 24th September, 1976.

Polytechnics

HERTFORDSHIRE
THE HATFIELD POLYTECHNIC
EDUCATION

A RESEARCH ASSISTANT is required to work, initially on a project concerned with the evaluation of teaching methods in Higher Education, under the supervision of the Head of the Education group.

Applicants should be graduates suitably qualified with good teaching experience, and specialised knowledge and interest in the fields of Sociology and Education or Psychology.

Salary Scale: Senior Research Officer £5,691 to £6,465 per annum; Research Fellow: £4,305 to £4,971 per annum. (£1 Merition equals £2.40).

Conditions of Service: 1 FEB 76. Sabbatical and travel grant. Unfurnished housing at 10 per cent of salary. Alternatively a housing allowance of 20 per cent of salary may be paid. Up to five full sessions of appointment and no normal termination.

Detailed applications in outline curriculum vitae and naming three referees should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Jamaica. Further particulars of the post may also be obtained from the Inter-University Council for Higher Education Overseas, 29-30 Tavistock Square, London WC1H 9EF.

JAMAICA
UNIVERSITY OF THE WEST INDIES

Applications are invited for the following post:—

SCHOOL OF EDUCATION

SENIOR RESEARCH FELLOW-RPSA RESEARCH FELLOW in Child Development. Candidates must have a suitable degree in child psychology and experience in research in early childhood education. Duties include assisting in the establishment of such a research unit.

Salary Scales: Senior Research Officer £5,691 to £6,465 per annum; Research Fellow: £4,305 to £4,971 per annum. (£1 Merition equals £2.40).

Conditions of Service: 1 FEB 76. Sabbatical and travel grant. Unfurnished housing at 10 per cent of salary. Alternatively a housing allowance of 20 per cent of salary may be paid. Up to five full sessions of appointment and no normal termination.

Detailed applications in outline curriculum vitae and naming three referees should be sent as soon as possible to the Registrar, University of the West Indies, Mona, Jamaica. Further particulars of the post may also be obtained from the Inter-University Council for Higher Education Overseas, 29-30 Tavistock Square, London WC1H 9EF.

LONDON
THE UNIVERSITY
SCHOOL OF HUMANITIES

MUSIC DEPARTMENT
GOLDSMITHS' COLLEGE
New Cross, London
SE14 6NW

Applications are invited for the appointment of a LECTURER IN MUSIC. Candidates with special interest would be Early Music, to teach mainly on both full-time and part-time courses. Salary on Lecturer II scale (£4,305-£4,971 per annum) with effect from 1st September, 1977. Duties to commence in January, 1977 if possible. The successful candidate would be expected to undertake post-graduate music studies, including M.Phil. qualification in the field of Music about the Music Department has both full-time and part-time degree students.

Salary on the Lecturer Grade II Scale for Teaching Staff + Further Education Standard Allowance of £312 per annum.

Write for further details, enclosing a stamped addressed envelope to the Administrative Officer-Registrar, to whom applications should be sent by 24th September, 1976.

SUSSEX
THE UNIVERSITY OF SUSSEX
EDUCATION AREA

Temporary LECTURER in EDUCATION required to teach, supervise and undertake research relating to the education of children with severe learning difficulties. Salary for both posts will be on the Lecturer I scale, £3,705 to £4,602 per annum plus £312 London Allowance. Preference will be given to candidates with an interest in one or more of the following disciplines: psychology, sociology, philosophy, mathematics, science, modern languages.

Further particulars may be obtained from the Establishment Officer, Mantell House (Room 204), The University of Sussex, Falmer, Brighton, BN1 9RH, to whom completed application forms should be returned by 8th October, 1976.

UNIVERSITY APPOINTMENTS
are also advertised in
THE TIMES HIGHER EDUCATION SUPPLEMENT

The Newspaper for higher education provides a market-board for all University appointments.

It has a large established academic readership in Universities and Polytechnics and in other centres from which staff are recruited. Hence research workers in the UK and overseas selected by the papers themselves as suited to the nature of information for you.

For further information or to book advertising space please contact Mrs. Marcelle Dobson, Classified Advertisement Department, The Times Higher Education Supplement, New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234, Extension 576.

Fellowships Studentships and Research Awards

NEWCASTLE UPON TYNE
THE UNIVERSITY
SCHOOLS FELLOWSHIP

Applications for the Schools Fellowship for the academic year 1977-78 are invited from active, experienced members of the teaching profession whose employing authority is ready to agree to secondment with full salary for one or more terms. This opportunity is offered for study or research on topics of interest to the applicant's school and the University.

Further particulars and application forms may be obtained from the Registrar, The University, 6 Kensington Terrace, Newcastle upon Tyne NE1 7RU, with whom completed application forms must be lodged not later than 15th October, 1976.

UNIVERSITY SCHOLARSHIPS
1976 NATIONAL MOBILITY SCHOLARSHIPS

A number of SCHOLARSHIPS are open to men and women who expect to obtain honours degrees in 1977 in Mathematics, Physics, Chemistry, Engineering, Metallurgy, Geology, Biology, Medicine, Agriculture, Veterinary Science or Psychology.

Scholarships are tenable at any university in Great Britain.

Scholarships are tenable for 3 years and are awarded on the basis of merit and financial need.

Applications must be received by 31st October, 1976. Further particulars and application forms may be obtained from the Secretary, Royal Commission for the Exhibition of 1851, 1 Lowther Gardens, Exhibition Road, London SW7 2DD. Telephone 01-589 3090.

Colleges of Higher Education

CHESHIRE
DARLAND COLLEGE OF HIGHER EDUCATION
Cranwood, Walthouse Way, Gill Bent, Northwich, Cheshire CW8 1PR

Temporary LECTURER in EDUCATION required from January, 1977, to January, 1978, to replace a lecturer on sabbatical leave.

Duties will include responsibility for the initial and in-service education of teachers of children with severe learning difficulties.

Applicants should have experience in teaching such children and a suitable qualification in special education.

Salary will be on the Lecturer II scale (£4,305-£4,971 per annum) with allowance for responsibility.

Applications, giving full details of qualifications and experience, should be sent to the Principal, Darland College of Higher Education, Cranwood, Walthouse Road, Gill Bent, Northwich, Cheshire CW8 1PR, by 30th September, 1976.

Colleges of Education

WEST SUSSEX
CHICHESTER AREA
BOGNOR REGIS COLLEGE OF EDUCATION

Applications invited from suitably qualified and experienced candidates for the following posts for the academic year beginning January, 1977:

LECTURER II IN MATHEMATICS with particular responsibility for the supervision of mathematics students in the FIRST SCHOOL.

Application forms and further particulars from Senior Administrative Officer, County Education Office, Upper Hooper Road, Bognor Regis. Completed forms to be returned by 1st October, 1976.

Teachers' Centres

LEICESTERSHIRE
BRAUNSTONE BOROUGH

WARDEN (Qualified teacher) required, 1977. Vacancy due to retirement of present warden. Responsibility for the smooth running of the centre, including the staff and premises. Duties include the booking of classes and activities, and the control of centre finances. Experience in working with teachers and children essential.

Applicants should be between 30 and 40 years of age. Details of salary and conditions of service may be obtained on request.

Applications, giving full details of qualifications and experience, to the Director of Education, Town Hall, Leicester, LE1 9BG, not later than 30th September, 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHERS' CENTRE
Chichester

EDUCATION OFFICER to have management responsibility for the Education Centre with effect from the autumn term, 1977, or as soon as possible thereafter. Applicants should be graduates with a wide experience of organisation and administration and a knowledge of in-service training and testing and preferably experience of working with teachers. Salary Lecturer II/Senior Lecturer Scale £4,305-£6,465 per annum.

The successful applicant will have to work closely with the Kent County Council Teachers' Centre Officer, the County Education Officer, the Chichester Area Education Officer and the Chichester Area Education Committee.

Further particulars (one stamped addressed envelope) and application forms from the County Education Officer, Castle Street, Worcester WR1 3AN.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHERS' CENTRE
Chichester

EDUCATION OFFICER to have management responsibility for the Education Centre with effect from the autumn term, 1977, or as soon as possible thereafter. Applicants should be graduates with a wide experience of organisation and administration and a knowledge of in-service training and testing and preferably experience of working with teachers. Salary Lecturer II/Senior Lecturer Scale £4,305-£6,465 per annum.

The successful applicant will have to work closely with the Kent County Council Teachers' Centre Officer, the County Education Officer, the Chichester Area Education Officer and the Chichester Area Education Committee.

Further particulars (one stamped addressed envelope) and application forms from the County Education Officer, Castle Street, Worcester WR1 3AN.

Adult Education

CAMBRIDGESHIRE
CAMBRIDGESHIRE EDUCATION
ADULT AND COMMUNITY EDUCATION
ADULT TUTOR
(Tutor Grade I)

Tutor required for 1977 to be responsible to the Senior Area Adult Tutor for the organisation and coordination of the programme of liberal education and the following inter-room activities. The post will also be required to assist in developing community activities of the Downhall district. Duties will include tutorial supervision, responsibility for the training of part-time tutors and the encouragement of voluntary participation in the field.

Previous applicants will be considered and need not reapply.

Application forms and further details may be obtained from the Senior Area Education Officer, Hatfield, Herts AL9 5HQ, to whom completed forms should be returned by 27th September, 1976. The successful applicant will be expected to take up appointment as soon as possible.

HARROW
Now under Colleges of Further Education.

HEREFORD AND WORCESTER
COUNTY COUNCIL
T.M. (No. 1 Area)
Rowell Grange, Hoddrich
Worcestershire
DEPUTY EDUCATION OFFICER
LECTURER II

Applications for this new post are invited from qualified and experienced teachers. Starting date 1st January, 1977 (or earlier if possible). Rowell Grange is an open residential centre for about 150 youths.

The person appointed will assist the Education Officer in the administrative responsibilities, and in his absence, and under his direction, undertake the duties associated with vocational training courses and short courses generally. Ability to teach a range of general subjects, particularly including English/Mathematics, is required.

Salary Scale £4,575 to £6,465 plus £312 supplement.

Application forms and further particulars from the County Education Officer (Ref. T.M.), County Education Office, Castle Street, Worcester WR1 3AN.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TEACHERS' CENTRE
Chichester

EDUCATION OFFICER to have management responsibility for the Education Centre with effect from the autumn term, 1977, or as soon as possible thereafter. Applicants should be graduates with a wide experience of organisation and administration and a knowledge of in-service training and testing and preferably experience of working with teachers. Salary Lecturer II/Senior Lecturer Scale £4,305-£6,465 per annum.

The successful applicant will have to work closely with the Kent County Council Teachers' Centre Officer, the County Education Officer, the Chichester Area Education Officer and the Chichester Area Education Committee.

Further particulars (one stamped addressed envelope) and application forms from the County Education Officer, Castle Street, Worcester WR1 3AN.

"Play the game, Taylor! That's the only copy of the TES we've got."

Every Friday go into your local newsagent, smile, produce 15p and ask for a copy of The Times Educational Supplement.

This is how to avoid argument, injury and be the first to read the TES.

QED

THE TIMES
Educational Supplement

Harrow—College of Further Education

HEAD

DEPARTMENT OF ADULT STUDIES—GROUP 4

Opportunity for educationist with imagination, broad experience, good qualifications and excellent organising ability to take over a lively department, to consolidate existing areas of work and to lay the foundations for a future system of re-current education for adults.
Salary up to £8,241. Generous fringe benefits with regard to removal expenses
Closing date, October 4, 1976.

TECHNICAL AND SCIENTIFIC STUDIES DEPARTMENT

A senior lecturer is required to be responsible for the oversight of work in the Mathematics, Physics and Engineering sections of the Department.

Courses for which the department is responsible include: GCE 'O' and 'A' level, School Link courses, City and Guild Telecommunication Technician course, Part 1.

Salary up to £8,604. Generous fringe benefits with regard to removal expenses.

Closing date September 27, 1976.

Application forms and further particulars can be obtained from the Principal's Secretary, Harrow College of Further Education, Uxbridge Road, Hatch End or Tel. 01-428 0121, ext. 43.

MINISTRY OF DEFENCE
(ARMY DEPARTMENT)

An active, well qualified and experienced teacher is required on 1st January 1977 as:

LECTURER Grade 1

at DEPOT THE PRINCE OF WALES'S DIVISION
CRICKHOWELL POWYS

To teach junior soldiers and adult recruits a range of general subjects, principally COMMUNICATION SKILLS and MILITARY CALCULATIONS.

The successful candidate will be required to play a full part in the life of the unit, including hobbies, sport and other activities. A knowledge of modern teaching methods and an interest in project work will be an advantage. Experience in the organisation of a library would be an added qualification.

SALARY: In accordance with current scales for teachers in Establishments for Further Education (England and Wales), at present £2,469-£4,377 p.a. plus £312 supplement, according to qualifications and experience.

ALLOWANCES: (a) **Pensionable:** £582 p.a. Longer Working Year Allowance. (b) **Non-pensionable:** £878 Extraneous Duty Allowance.

SUPERANNUATION: The appointment is pensionable under the Teachers' Superannuation Act and the successful candidate will be granted established civil servant status.

APPLICATIONS: Application forms and further information from the Institute of Army Education (YE), Court Road, London, SE9 5NR, to which address completed forms are returnable by 27 September, 1976.

MINISTRY OF DEFENCE

BURNHAM LECTURER GRADE I

in BUSINESS STUDIES

at No. 1 Resettlement Centre,
Catterick Garrison, NORTH YORKSHIRE

Applications are invited from suitably qualified teachers to fill this post as soon as possible.

DUTIES To teach Retail Business Management and Principles of Supervision to students who are about to leave the three services for civilian life. An ability to teach Elements of Statistics will be an advantage.

SCOPE

a. To teach toward written examinations by outside professional bodies and in particular for the examinations of the Institute of Marketing and the Institute of Purchasing and Supply.

b. To conduct courses for persons intending to enter the field of Retail Business as owners and/or managers.

QUALIFICATIONS AND EXPERIENCE Practical experience in Commerce with appropriate qualifications is essential. Experience in Industrial Training and Adult Education is desirable.

SALARY Salary will be in accordance with the Scales for Teachers in Establishments for Further Education, i.e., £2,469-£4,377 per annum according to qualifications and experience, plus £312 Supplement. A pensionable allowance of £582 per annum will be paid for the slightly Longer Working Year.

SUPERANNUATION The appointment is superannuable under the Teachers' Superannuation Act.
The successful candidate will be granted established Civil Servant status.

APPLICATION FORMS Requests for application forms should be made to the Ministry of Defence, CM(S)4(L), Room 342, Lacon House, Theobalds Road, London, WC1X 8RY, and completed forms should be returned no later than 17 September 1976 quoting reference AW/1413.

ADULT EDUCATION Appointments continued

LONDON
INNER LONDON
EDUCATION AUTHORITY
INNER LONDON
EDUCATION INSTITUTE

Required to commence from January, 1977 to teach mainly NUMERACY and BASIC MATHS. with some LITERACY, in adult classes attending part-time courses, many of which are held in the evening.

Experience of teaching adults, ability to excel with young people and to relate sympathetically to all kinds of people are more important than high qualifications.

Salary (at Lecturer Grade I) under the Burnham (F.E.) Report, on an incremental scale, within the range £2,469 to £4,377 plus London Allowance of £312 and supplement of £582 (assuming salary awarded on age, qualifications and experience).

Assistance may be given towards housing removal expenses.

Further details and application forms obtainable from Senior Administrative Assistant, Inner London Education Authority, 10 Stannary Street, London SE11 4DR. Closing date for receipt of completed forms 24th September, 1976.

LONDON
ILEA
LAMBETH ADULT EDUCATION INSTITUTE
Devas Street, Bow E3 3LL

The Adult Literacy Resource Agency invites applications for full-time LECTURER, Grade II, for appointment from the Inner London Education Authority, to be responsible for adult literacy provision at the Institute (London Rd. Centre, Tower Hamlets).

Engagement until 31st March 1978, when the post will transfer to the ILEA Inspectorate. Duties: organisation and administration, training, supervision, marshalling of resources, liaison (Mrs. Nancy Hewison). Some evening attendance necessary. Previous teaching adult literates essential.

Salary in accordance with the Burnham (F.E.) Report, within range £5,127p to £5,691, plus £312 London Allowance and supplementation.

Application forms, returnable by 24 September, 1976, from A.R.A., at the Institute.

Applicants are asked to note that it is the county Council's view that it is desirable for their employees to be members of an appropriate trade union.

STAFFORDSHIRE
EDUCATION COMMITTEE

HAYWOOD
HEATHERTON
LICHFIELD

The successful applicant will be responsible to the Principal only with regard to matters of policy.

Salary Scale: £3,781-£4,599 p.a.

Further particulars and application forms from the Chief Education Officer, Further Education Section, Tipping Street, Stafford, to whom the application forms should be returned by 23rd September, 1976.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate trade union.

STRATHCLYDE
INDUSTRIAL (TRAINING)
DEPARTMENT OF EDUCATION
GLASGOW DIVISION
COMMUNITY EDUCATION SERVICE
EDUCATION STAFF IN HM PRISON

Dartmoor, Glasgow

The Prisons Division of The Scottish Home and Health Department in conjunction with Strathclyde Regional Council Department of Education offers new Division have created a full-time teaching posts at HM Prison, Dartmoor. The Senior Post, which has been filled, is at Senior Lecturer I Level and the other which is vacant is at Lecturer II Level.

The successful candidates will be appointed on the Conditions of Service and Salary Scales applicable to Further Education with appropriate placing on the salary scale being made where necessary.

This post offers a unique opportunity to expand and develop educational work in relation to the needs of the prisoner. Sound knowledge of Remedial Education and of Adult Basic Education would be a great advantage.

Further details and further details can be obtained from the Chief Community Education Officer, Strathclyde Regional Council, Glasgow G2 5SY, to whom they should be returned, duly completed, not later than 27th September, 1976.

Edward Miller, Director of Education.

Community Homes and Associated Institutions

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SUBWAY DIVISION

ROCHESTER—GREEN ACRE HOME
Maidstone Road
Unit run by Social Services Department.

TEACHER (full-time) required for September, 1976, or earlier, to teach in this Girls' Home. Experience in teaching children of disturbed children an advantage.

Salary on Burnham Scale, for suitably qualified and experienced candidate. Special responsibility allowance.

Application forms obtainable from the Divisional Education Officer, Subway Division, Priory Road, Rochester ME1 1DD, to whom they should be returned on completion.

NOTTINGHAMSHIRE
COUNTY COUNCIL EDUCATION DEPARTMENT
ASSESSMENT & DETENTION CENTRE (JUNIOR UNIT)

Applications invited from experienced **TEACHER IN CHARGE** to share a concern for the treatment and education of disturbed adolescent boys, whose ages range from 14 to 17 years, and the provision of remedial teaching to O level.

Salary on Scale 2 (Burnham P.93).

Opportunity to take sporting classes with boys 14 to 17 and Outward Bound.

Further details and application form from the Clerk to the County Council, Shire Hall, Nottingham NG1 2QE, to whom they should be returned by 20th September, 1976.

Closing date: 17th September, 1976.

Assessment Centres

NEWHAM
(London Borough of)
LITTLE HEATH ASSESSMENT CENTRE
Heathhill Road, Chadwell Heath
Romford

Applications are invited from full-time (5 days) teachers to take the Heath Assessment Centre.

The Centre is a new purpose-built establishment with the function of assessing the support of boys in trouble; age range of pupils is 12 to 16.

The rate of pay is that for a teacher on the Burnham Scale 3, plus an allowance of £564 per annum.

If the teacher is required to work 15 hours per week over seven days, a further allowance is payable.

Application forms and further details are available from the Headteacher, Mr. J. S. Wilkie, M.A., Ph.D., Director of Education, Education Offices, Broadway, Stratford E15 4BU.

THE CITY OF LIVERPOOL
COLLEGE OF HIGHER EDUCATION
(formerly C. F. Mott and Ethel Wormald Colleges.)

Applications are invited for the post of

LECTURER II IN WORKSHOP CRAFTS & DESIGN STUDIES

Applicants should have had experience in the teaching of Workshop Crafts and Design in secondary schools, and be keenly interested in the development of the subject.

The person appointed will contribute to the teaching of several aspects of the subject, and have a special interest in the development of hammered metalwork and/or jewellery.

Salary Scale: £3,681-£5,343 (bar)-£6,267 (bar)-£6,729.

Duties to commence 1st January, 1977, or as soon as possible thereafter.

Further details and application forms are available from:
The Principal Designate,
The City of Liverpool College of Higher Education,
Liverpool Road, Prescot, Merseyside L34 1NP.
Tel. 051-489 8201
Closing date—Friday, 1st October, 1976.

City of Birmingham Polytechnic
Department of Construction Technology

PRINCIPAL LECTURER/ SENIOR LECTURER

BUILDING TECHNOLOGY-ARCHITECTURAL TECHNICIAN COURSE

Applicants should be graduates in Building or Architecture and be corporate members of an appropriate professional institution.
Salary scales:
PRINCIPAL LECTURER: £6,840-£6,842 (bar) £7,578 + £312 supplement
SENIOR LECTURER: £5,031-£5,955 (bar) £6,417 + £312 supplement

Further details and application forms (to be returned by 27th September, 1976) from: The Personnel Officer, City of Birmingham Polytechnic, Room B.310 (*), Perry Bar, Birmingham B42 2SU.

MOUNT GRAVATT COLLEGE OF ADVANCED EDUCATION
BRISBANE, AUSTRALIA
VACANCY

LECTURER IN MUSIC

The successful applicant will be required to teach students studying under a three-year programme leading to the award of the Diploma of Teaching (Primary Schools). Their work will involve studies in the school curriculum in Music and in the theory, history and practice of music. The appointee to the position will be required to participate in the preparation of choral and other ensembles.

QUALIFICATIONS:
Appropriate tertiary academic qualifications, teaching experience and practical musicianship.

PRESENT SALARY:
Minimum: $13,033. Maximum: $17,427 (under review).
Application forms and further details are available from:

The Registrar,
Mount Gravatt, C.A.E.,
P.O. Box 82,
MOUNT GRAVATT, Q. 4122

Applications close on Friday, 22nd October, 1976

COUNTY OF AVON Social Services Department

THE CRESCENT SCHOOL
Frenchay Road, Downend, Bristol

Situated in 21 acres of park land in a peaceful residential setting within 20 minutes of the historic and cultural City Centre of Bristol and only minutes from the M4/5 Motorway.

SENIOR TEACHER

Salary: £4,410-£5,967, includes £312 p.a. supplement and allowances. Less £411 p.a. residential emoluments.

This Community Home School with education accommodates up to 48 girls between 14 to 17½ who are emotionally disturbed and come from various areas in the South West Region, Midlands and Southern England.
The School has ample recreational areas which include large indoor swimming pool as part of the P.E./leisure resources. The equipped teaching areas serve the educational needs of the girls and a teaching team of seven.

Applicants, married or single, must be mature experienced teachers able to correlate the work of the teaching team, sympathetic to the needs and demands of adolescent girls. As a member of the Senior Management Team, will be responsible to the Assistant Principal (Education) having oversight of the education programme of the School.
Modern, comfortable and pleasant staff family accommodation available.

For informal discussion ring Gerry Crangle, Assistant Principal (Education) Tel.: Bristol 567111.
Further details and application form returnable by 23rd September, from Director of Personnel (Tel.: Bristol 295555), Avon House, The Haymarket, Bristol BS99 7DE.
Please quote ref. no. 86.8761.

THE POLYTECHNIC, WOLVERHAMPTON

Senior Lecturer in Secretarial Studies or Lecturer II/Senior Lecturer in Secretarial Studies

for work on Diploma in Languages for Business (Secretarial Work) Course, from 1st January, 1977.

If the appointment is made at Senior Lecturer level, the person appointed will be required to act as joint Course Supervisor for the Course.

Further details and application forms, which should be returned by 24th September, can be obtained from the Establishment Officer, The Polytechnic, Wolverhampton WV1 1LY.

Suffolk County Council

West Suffolk College of Further Education
In association with
H.M. Prison High Point & North Ridge, Stradishall, Suffolk.

Prison Education Officer

Applications are invited for the above full-time post from qualified and experienced teachers, preferably with interest in remedial teaching of basic subjects. The appointment is to be effective from 1st January, 1977.

The Education Officer will work under the direction of the Principal of the West Suffolk College of Further Education.

H.M. Prison Stradishall will open at the end of February, 1977, with an initial intake of 300.

Salary: F.E. Lecturer Grade II, £3,279-£5,493 per annum, plus £312 pay award. Starting salary depends on qualifications and experience.

Further particulars and application forms (stamped addressed envelope please) from County Education Officer (Ref.: FJB), Education Department, Grimwade Street, Ipswich, IP4 1LJ.

Closing date: 17th September.

Applications received in response to the first advertisement will be reconsidered.

Education Department—Re-advertisement

Required from January 1, 1977.

Education Officer, H.M. Prison, Nottingham

The successful candidate will be Senior of three full-time education staff at this closed male prison.

Salary scale, Head of Department Grade II. £5,892 to £6,444 plus £312 supplement per annum.

Application form and further details are available from the Director of Education (FS.), Further Education Department, Exchange Buildings South, Cheapside, Nottingham NG1 2DF.

Closing date, Monday, September 27, 1976. Previous applicants may re-apply by letter stating their wish to be re-considered for the post.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

NATIONAL CHILDREN'S HOME
GLAMORGAN
Headlands School, Penarth
REQUIRED FOR SEPTEMBER 1976 OR JANUARY 1977

Applications are invited for the post of TEACHER at this Junior Community Home for 55 boys aged 9-16 years. The teacher appointed will work with a team of seven and will be responsible for teaching basic subjects with somewhat dull and retarded children. Ability to specialize in Domestic Science would be an advantage. The classes are small, averaging 10 pupils. A sympathetic interest in the problems of deprived and disadvantaged children is essential, and a knowledge of remedial teaching would be helpful.

Conditions of Service in accordance with the Joint Negotiating Committee for Former Approved Schools and Remand Homes' Scheme. The service is fully recognized and pensionable under the Teachers' Superannuation Acts. Salary according to the Burnham Scale I, plus former Approved School Allowance of £564 per annum, plus extraneous duties allowance of £879 per annum for 15 hours per week or pro rata for a less number of hours.

The National Children's Home is a Methodist foundation and applicants should be regular in attendance at their own Church.

Accommodation available.

Application forms and further particulars from Staffing Secretary (Dept. TS), National Children's Home, 85 Highbury Park, London N5 1UD.

Youth and Community Service

ARE YOU A QUALIFIED YOUTH WORKER?

A YOUTH WORKER with responsibility for maintaining and promoting a wide variety of activities in a purpose built Youth Club in North Kensington. Opportunities for working with young and unemployed local community involvement.

Salary scale JNC 2 £3,426-£3,981.

Contact Warden: The Blake Club, 225 Walmer Road, London W11 4EY. 01-727 5207.

BISHOP AUCKLAND Y.M.C.A.
FULL-TIME LEADER
CHEMICAL SOCIETY

Applications are invited from suitably qualified men and women for the above post, to be responsible for extending youth and community work embodying traits this purpose built Centre this town and district Staff—one full-time Assistant and part-time Leaders.

Salary and conditions of service in accordance with the 11th Report of the J.N.C. for Youth Leaders—the 2 points £2,571 and £3,081 plus £312 supplement per annum.

Applications together with the names and addresses of two referees to The Chairman (Mr. H. Bentley), Longfield, Liberley, Bishop Auckland, Co. Durham.

Closing date 4th October, 1976.

BRADFORD (City of)
METROPOLITAN COUNCIL
YOUTH TUTOR

Applications are invited from experienced qualified TEACHERS or YOUTH WORKERS for this post at CARLTON BOLLING MIDDLE SCHOOL, Undercliffe Lane, Bradford. £4,125(a) on roll, with 120 in the sixth form). Work will include continuing non-residential experience, general development of social education for pupils, former pupils and other young people in the area.

The salary will be £5,457 to £5,787 plus £312 p.a. supplement.

Further information is available from the Staffing and Establishment Unit, Directorate of Educational Services, 4th Floor, Prudential House, Tyrrel Street, Bradford BD1 1HP.

The closing date is 27th September 1976.

Reference: LA/5556/1379.

BRADFORD (City of)
METROPOLITAN COUNCIL
CARLTON BOLLING SCHOOL
YOUTH TUTOR—Incentive Scale 3

Applications are invited from experienced qualified TEACHERS or YOUTH WORKERS for this post at CARLTON BOLLING MIDDLE SCHOOL, £1,250 on roll, 160 in sixth form). Work will include encouragement of residential experiences, general development of social education for pupils, former pupils and other young people in the area.

Further information and application forms may be obtained from the Staffing and Training Unit, Directorate of Educational Services, 4th Floor, Provincial House, Tyrrel Street, Bradford BD1 1NP. Where completed forms should be returned by 24th September 1976.

Reference LA/5556/1378.

Metropolitan Borough of
WIRRAL

YOUTH LEADER
FENDER YOUTH CLUB
£3,426-£3,888 + £312

A wide range of indoor and outdoor facilities is available to this club whose premises are situated in a community complex on the Woodchurch Estate. There is a trained and experienced team of part-time staff.

The person appointed will have considerable freedom to exercise initiative in the further development of the club and its activities.

Application forms and further details from the Director of Education, Municipal Offices, Cleveland Street, Birkenhead, Merseyside L41 6NH, returnable by September 24.

Weld Community
Education and Arts Project

Weld is an independent, registered charity working in Handsworth, a vital, stimulating, but also extremely disadvantaged part of Birmingham's inner ring. We need two workers.

COMMUNITY EDUCATION AND ARTS WORKER c £3,000

With specific responsibility for organizing educational and arts-based activities with children and families. He/she should have experience of life in multi-cultural urban areas, and of working with young people. A background in trade skills, or in education and arts would be useful.

PHOTOGRAPHIC PROJECT WORKER c £3,000

We need a photographer with teaching experience to organize the teaching of photography, and exhibitions of work, to maintain the darkroom as a community resource and to demonstrate and develop the potential of photography in a community education setting.

The successful applicants will be involved in a team approach on a proposed action/research project in cooperation with local families and schools.

For more information please send S.A.E. to Sue Lambert, WELD (T), New Trinity, Wilson Road, Handsworth, Birmingham 19.

Closing date September 27th.

WILTSHIRE COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICES

JNC III £3,426 to £3,888 plus £312 p.a. supplement

QUALIFIED YOUTH and COMMUNITY WORKER

for development of the service at the Upper Stratton Youth Centre, Kingsdown School, Stratton. (Ref. NA. 76. 2852).

JNC II. £2,712 to £3,537 plus £312 p.a. Supplement.

Youth and Community Worker required for the control and development of the Youth and Community Service at Marlborough Youth Centre, Ingram Street, Marlborough. (Ref. NA. 76. 2851).

Generous removal/disturbance allowance up to £500 and lodging allowance, for up to 6 months, up to £10 per week, subject to certain conditions. Detailed job description and application form from Chief Education Officer (Policy and Coordination) Education Department, County Hall, Trowbridge. Closing date September 27, 1976.

Social Services Department
St. Benedict's Community Home with Education, Wokefield Park, Mortimer nr. Reading, Berks.

Deputy Principal
(Head of Residential Child Care)

Candidates should be appropriately qualified and have had wide experience in the field of residential child care. St. Benedict's, situated in the country with extensive facilities, is undergoing re-development and, when complete, will offer accommodation to 60 boys (aged 14-18 years) in five separate living groups. The Deputy Principal is responsible for the day to day overall management and staff support for the 25 residential social workers. Responsibility also for the school at weekends and for two evenings during the week on a rota basis with the Principal and Second Deputy Principal.

Candidates (married or single) should have an interest in working with difficult and disturbed adolescent boys. St. Benedict's is a Region 8 resource and all boys resident originate from London Boroughs.

Salary, Deputy Principal Scale, Group III, £5,067 to £8,238. Accommodation, 3 bedroomed bungalow with garage on a Service Tenancy Agreement of £219.60 per annum.

Interested candidates are invited to contact the Principal (Mr. J. W. Fenwick), for an informal discussion and visit Tel. Mortimer (STD Code 07356) 332391.

Application forms from the Administration Manager, Room 708, Brent House, High Road, Wembley, Middlesex, returnable by September 23. Telephone 01-903 0371 (24-hour answering service). Reference number S/93 must be quoted.

London Borough of
BRENT

COMMUNITY WARDEN TUTOR
(3 posts)
£4008-£4524 plus £312 per annum

Applications are invited from appropriately qualified community workers and/or teachers for the following posts of Community Warden Tutor. Each Warden Tutor will be on the staff of the local Secondary School or Community College as indicated below, and will have the responsibility for the running of the Community Centre in the area to which he/she is appointed, in co-operation with the Committee of the Community Association. In addition the Warden Tutor will be responsible for the development of Community activities in the area generally and will ensure that the resources of the Authority are made available to the local community as far as is possible.

Post 1
Stoke Aldermoor—Ernesford Grange School and Community College.

Post 2
Holbrooks—President Kennedy School.

Post 3
Canley—Alderman Callow School and Community College.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry. Telephone Coventry 25555, Ext. 2292.

Mombasa Polytechnic
KENYA

Applications are invited for the following post, to take up appointment in January, 1977, or as soon as possible:—

LECTURER, BUILDING SCIENCE

To set up and equip a new building science laboratory and teach Building Science, Mathematics, Physics and Chemistry, to Ordinary Diploma and Construction Technician Students.

Qualifications: BSc or HND/HNC and relevant industrial or teaching experience. Teaching Certificate desirable.

Salary: £4,987 to £7,264 per annum (inclusive of a normally tax-free supplement, reviewed annually, paid by the British Government to UK citizens) plus a 25 per cent terminal gratuity on the basic salary; free passages; education allowances and holiday visit passages for children, and, in certain circumstances, an appointments grant up to £300 and an interest-free car loan up to £900.

Apply for further details and application form to Recruitment Unit, TETOC (Technical Education and Training Organization for Overseas Countries), 35/37 Grosvenor Gardens, London, SW1W 0BS. Closing date for receipt of applications: September 30th.

tetoc

YOUTH AND COMMUNITY SERVICE
continued

BROMLEY
(London Borough of)

YOUTH SERVICE

A second full-time YOUTH WORKER is required for a well-established Youth Centre which is staffed by professional and part-time workers and offers ample scope for further development.

Salary J.N.C. Scale 1, £3,501 to £3,975 inclusive of London Weighting and CTC supplement).

Assistance with removal and other expenses is possible within the terms of the Council's scheme. Further particulars and application form (quoting Ref. 1586) from Office (ENC. Saving-hurst, Bromley, Kent, BR1 3EH. Telephone number is the Youth Service Office 01-467 3561.

Are under ADULT EDUCATION.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE
CHILTERN
PLATTERS BRIDGE YOUTH CENTRE
Milton Keynes

Salary J.N.C. Grade 3 £3,426 to £3,960 per annum.

Books establishing a youth club within the Centre the person appointed will be expected to actively encourage the use of the well-established Youth Centre and generally oversee the Centre's management. This is a post offering a real challenge in a person with drive and initiative.

Removal expenses of up to £160 payable, and assistance with the possibility of help with housing.

Further details and application form from Chief Education Officer, County Hall, Aylesbury, Bucks. HP20 1UZ, on receipt of stamped addressed envelope.

CAMBRIDGESHIRE
AREA COMMUNITY EDUCATION OFFICER
and
CAMBOURNE EDUCATION TUTOR

SOHAM VILLAGE COLLEGE

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

SECONDARY SCHOOLS JANUARY 1977

Applications are invited from qualified Secondary Teachers, who are at present teaching in schools in the United Kingdom, for vacancies in Service Children's Schools in the Federal Republic of Germany for January 1977.

KENT SCHOOL, HOSTERT

Scale 4 Head of English. An experienced graduate to lead an eight teacher department. The successful candidate will be required to teach to University Entrance level, to take an active part in development of language skills throughout the curriculum, and to be actively involved with the existing integrated studies programme.

WINDSOR BOYS, HAMM

Scale 1. Graduate offering French to 'A' level with subsidiary German. Boarding duties, for which EDA is paid, are essential.

Scale 1. Graduate offering German and English, both subjects to CSE and 'O' level. Boarding duties essential.

WINDSOR GIRLS, HAMM

Scale 1. Remedial specialist for lower school, experience of primary school acceptable. Boarding duties essential.

Scale 1. Graduate offering French and German to at least CSE and 'O' level. Boarding duties essential.

Scale 1. Business Studies specialist to teach typewriting and allied subjects to a highly motivated and enthusiastic group of students. Boarding duties essential.

PRINCE RUPERT, RINTELN

Scale 4. Head of English. A well-experienced graduate is required to lead a thriving department in this 11-18 all-ability comprehensive school.

CORNWALL SCHOOL, DORTMUND

Scale 1. Three-year trained Technical Studies specialist to teach mainly metalwork to CSE and 'O' level. The successful candidate should offer some assistance with games and extra curricular activities. Must be willing to help with boarding duties if required.

Scale 2. Head of Music Department, responsible for music throughout the School. Public examination courses lead to CSE and RSM examinations. The School has a Brass/Woodwind Band supported by peripatetic instructors but it is hoped the successful applicant will be able to give a good lead instrumentally. A willingness to undertake boarding duties if required is essential.

KING'S SCHOOL, GUTERSLOH

Scale 1. Three-year trained Technical Studies specialist who is able to offer—Woodwork/Metalwork or Technical Drawing. The school has well-equipped workshops and a Drawing Office.

Scale 1. Remedial Specialist with Diploma or recognised qualification in the education of the slow learner.

NOTES

Salary is in accordance with current Burnham Scales plus London Allowance.

Superannuation—normal rights are safeguarded.

Foreign Service Allowance—a tax free allowance is payable.

Accommodation—is provided rent-free.

Duration of Engagement—Initial engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for application forms and further information should be made on a postcard or by telephone to:

Service Children's Education Authority (S)AW 3129 Teacher Appointments Section 145 Court Road Eltham LONDON SE9 5NR TEL: 01-859 2112 Ext 234 or 245

SCEA

The British Council

invites applications for the following posts:—

Chief Inspector of English (Oman)

Ministry of Education, Oman
Graduate with higher degree in Linguistics or ELT to be responsible under the Omani Head of English for normal inspection duties, in-service training, materials production, ELT on radio and television, advising on examinations and ELT policy. Male applicants, without children.
Salary: £5001-£6845 pa; no local taxation.
Benefits: free accommodation; overseas allowances. Two-year contract, renewable. **76 CE 17**

Course Tutor and Materials Designer (Saudi Arabia)

King Faisal University, Dammam (Communication Skills in English Project)
To teach English Language and to prepare course materials for students in the Faculties of Medicine, Agriculture and Architecture.
Candidates, men only, single or unaccompanied (because of accommodation restrictions), must have appropriate qualifications and experience and an interest in ESP.
Salary: £4797-£5817 pa; no local taxation.
Benefits: free furnished accommodation; overseas allowance; special project allowance. One-year contract, probably renewable. **76 AU 110**

ELT Adviser (Niger)

Ministry of National Education, Niamey
Advising through the Institut National de Developpement, recherches et animation pedagogique on development of ELT in Niger. A limited amount of university lecturing.
Relevant degree and fluent French essential. Postgraduate TEFL qualification, experience of advising on ELT and of Francophone Africa desirable.
Salary: £3489-£5,409 pa.
Benefits: overseas and children's allowances; free accommodation. Two-year contract in the first instance. **76 HE 20**

Lecturers in TEFL (Iran)

British Council Teaching Centre, Meshed
For teacher training, supervision, course design, ESP materials preparation and administrative duties.
Degree or teaching certificate; postgraduate TEFL/TESL qualification; 8 years' relevant experience, including 2 years' specialised TEFL experience of ESP/teacher training/administration. Single or married candidates eligible.
Salary: £5001-£5817 pa, tax free.
Benefits: accommodation allowances £2,200 pa (single); £2,680 pa (married + 1 child); £3,160 pa (married + 2 children); family fares; children's education allowances; employer's portion of UK superannuation; medical scheme. Two-year contracts, renewable. **76 HO 88-89**

Lecturer in English (Zaire)

English Language Centre, Kinshasa
For teacher training programme and general ELT and ESP courses.
Degree, postgraduate TEFL qualification and at least 5 years' relevant experience, good knowledge of French.
Salary: £4389-£5409 pa.
Benefits: overseas and children's allowances; free accommodation. Two-year contract. **76 HO 66**

Lecturer in English/ELT Adviser (Chad)

University of Chad, N'Djamena
To train teachers, provide some ESP, advise on ELT to the Institut National des Sciences de l'Education. Degree in English or Modern Languages, postgraduate TEFL qualification, several years' relevant overseas experience, good knowledge of French.
Salary: £4389-£5409 pa.
Benefits: overseas and children's allowances; free accommodation. Two-year contract. **76 HO 107**

Senior Teacher of English (Bahrain)

Manama Boys' Secondary School (Commercial Section)
Candidates, men only, should be graduates or qualified teachers with TEFL experience and some experience of language laboratories. Some experience in teaching Commercial English desirable.
Salary: £3798-£4680 pa; no local taxation.
Benefits: free furnished accommodation; overseas and children's allowances. Two-year contract, renewable. **76 AS 40**

Teacher of English (Oman)

British Council Centre, Muscat
To teach English, mainly at elementary and intermediate levels.
Candidates, single men preferred, should have a degree and TEFL qualification. TEFL experience desirable but newly-qualified graduates will be considered.
Salary: £3431-£4875 pa.
Benefits: overseas and children's allowances; free furnished accommodation. Two-year contract, renewable. **76 AO 133**

Teacher of Mathematics (Turkey)

The English High School for Boys, Istanbul
Independent day school for approximately 360 pupils, mainly Turkish, in the age range 11-20.
Trained teachers with a degree in, or joint degree including, Mathematics. Men preferred.
Salary: £2381-£4363 pa net, approximately. One third payable in sterling in Britain.
Benefits: employer's portion of superannuation; furniture grant; terminal bonus. Two-year contract, renewable. **76 SS 83**

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to **The British Council (Appointments), 65 Davies Street, London W1Y 2AA.**

The British Council

Saudi Arabia
Programme of Communication Skills in English

The British Council will require extra staff from September/October, 1976, for an established Project in Communication Skills in English at King Abdul Aziz University, Jeddah.

POSTS: Course Tutors
English Language Specialist
Specialist in Testing and Evaluation

Tutorial and specialist staff will be involved in the preparation of course materials and the teaching and testing of English to students of Engineering and Medicine.

CANDIDATES: Single men only with appropriate qualifications and EFL experience.

SALARIES: Specialist posts £5409-£5845 pa
Tutorial posts— £4797-£5817 pa

BENEFITS: No local taxation. Free furnished accommodation. Overseas allowance. Special Project allowance. Return fares are paid. One-year contracts, renewable.

Further particulars and forms of application are obtainable from Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA. Please quote reference 76 AU 30-60.

FELLOWSHIP IN TRANSPORT RESEARCH SOUTH AUSTRALIA

The Government of South Australia is making available in 1977 as part of the Transport Research & Development Programme, a Fellowship for full-time research tenable at the Flinders University of South Australia or the University of Adelaide. The Fellowship, known as the South Australian Government Fellowship for Transport Research, will be awarded by the Director-General of Transport in association with the Universities.

The Fellowship is a post masters or post-doctoral award for persons who have an interest in transport planning or research. To be eligible for the Fellowship, a candidate must hold at least a Masters degree.

The Fellowship, worth up to $12,000, is tenable for two years in any field of research related to transport subject to the applicant being acceptable to the University concerned.

Further information can be obtained from:

The Secretary, Transport Scholarship Committee, Policy & Planning Division,
Department of Transport,
G.P.O. Box 1899, Adelaide, South Australia 5001

to whom applications should be addressed.

The letter of application should contain the names and addresses of two referees and state clearly the qualifications, experience and research interest(s) of the applicant.

Closing date for applications is 31st October, 1976.

MOT 22

PLAYLEADERS

Lollard Street
Adventure Playground

Lollard Street Adventure Playground is a joint venture managed by the Lady Margaret Hall Settlement and Lambeth. The scheme is well established and has now developed as an important local point for children of school age within the local community.
The Senior Playleader assisted by the Deputy Senior Playleaders will manage a team of up to seven staff in the planning and promotion of a programme of arts, games, sports, adventure and club activities.
Applicants for these posts must have experience in playleadership, youth or community work and in the supervision of staff.

SENIOR PLAYLEADER
£3,438 to £3,669 (Ref. A8)

DEPUTY SENIOR PLAYLEADER
£3,276 to £3,438 (Ref. A29)

For further information and application form telephone 01-761 0901, ext. 60 or 01-761 1931 (24-hour Answering Service), Directorate of Amenity Services, London Borough of Lambeth, 14 Knights Hill, West Norwood SE27.
Closing date September 24, 1976.

LAMBETH

BERMUDA

Qualified
Commercial Teacher
Required for January 1977

SUBJECTS:
Pitman's Shorthand,
Typewriting, Business English,
Office Practice and Bookkeeping.

Air mail applications, including certificates, references and small photograph, immediately to:
CRANLEIGH SECRETARIAL SCHOOL
Hamilton, Bermuda

YOUTH AND COMMUNITY SERVICE continued

DERBYSHIRE
COUNTY COUNCIL
DERBY AND SOUTH DERBYSHIRE AREA
NEAR HEE HOUSE COMMUNITY CENTRE
Derby
Wardens, £2,226 to £3,060 (plus £75 at all points—DBC) Ref. 6/77
Qualifications are limited for appointment to the post at Willsmoor Community Centre, Derby.
The Warden will report to the Centre Manager and other members of the staff and will be responsible for the day-to-day administration of the Centre, and for the development of a programme of activities which will be reviewed in the light of the local needs. He will also be responsible for the maintenance of the fabric of the building and of other fixed and loose equipment in the Centre.
Both will be required and trained to exercise any leadership in the local community and of other full-time and part-time staff in the Centre.
Further particulars may be obtained by sending a stamped addressed envelope or by enquiring at the Director of Education's Office, Matlock, Derbyshire DE4 3AG, to whom completed application forms should be returned by September 24, 1976.

LANCASHIRE
EDUCATION COMMITTEE
YOUTH SERVICE
PADIHAM YOUTH CENTRE
As soon as possible
YOUTH LEADER
£3,276 - £3,438
BRIERCLIFFE YOUTH CLUB
As soon as possible
YOUTH LEADER
£3,276 - £3,438
Forms (further details from Centre Manager) may be obtained from Area Youth Officer, 31 Nicholas Street, Burnley.
Closing date September 20th, 1976.

LONDON
INNER LONDON EDUCATION AUTHORITY
COLLETT THEATRE AND ARTS WORKSHOP
Goldsmith Street, EC4R 0BH
COMMUNITY ARTS WORKER (LEADER) required to develop Outreach Youth and Community Arts Scheme.
Applications are invited for the above full time leadership post with a remit to encourage participation in Youth and Community activities and facilities through the stimulation of participation in the arts. Skills to develop and maintain relationships and an awareness of personal interpersonal developments are essential.
Two posts are to be filled—one permanent, the other for one year only during the absence of a member of staff on study leave.
Assistance may be given towards personal removal expenses. Salary in accordance with the Burnham (FE) Scale, Lecturer Grade I, Scale 1 (£3,276 rising by £162 to £3,372 plus £162 London Allowance) and £111 supplement, starting point dependent upon age, qualifications and experience.
Signed addressed envelope to the Director at the above address (926 2962) for application forms to be returned in 14th September, 1976. Interviews will be held during October.

LONDON SE16
Opportunity exists to join team of creative youth leaders in City/East London.
ASSISTANT YOUTH LEADER
Mid-late twenties, business background preferred, for young people with special responsibilities and opportunities.
Driving licence essential.
Accommodation available.
Application forms available from the Warden and Team Leader, Tradewinds Project, 20 Jacob Street, Tooley Street, London SE1 2BG. Closing date for return of forms: 30 September.

REDBRIDGE
(London Borough of)
EDUCATION COMMITTEE
REDBRIDGE INSTITUTE OF ADULT EDUCATION
REDBRIDGE HIGH School, St. Barnabas Road, Woodford Green, Essex
Appointment of YOUTH TUTOR at FULL-TIME SALARY
Applications are invited from suitably qualified and experienced persons for the above post which includes Youth and Community Service.
Appointment, 1977.
The Youth Tutor, who will be a qualified teacher, will be expected to undertake teaching duties within the school in addition to being responsible for the Youth and Community Centre. Consideration will be given to the combination of a full-time Warden whose duties will be part of the Adult Education programme and Youth and Adult Centre programme.
Youth Tutor Burnham Scale ... £3,753 - £4,113 plus £111 supplement. Weighting plus £537 supplement per annum.
Warden - Burnham F.E. Lecturer Grade II, Scale 1 (£3,276) plus £111 supplement per annum.
Application form and further information obtainable from Principal, Redbridge Institute of Adult Education, High Road, Ilford, Essex IG1 1DD.

WARWICKSHIRE
ASSOCIATION OF YOUTH CLUBS
SENIOR EDUCATIONAL OFFICER
Quality and experience of high standard required to be responsible for developing and supervising a team of part-time and full-time workers in adult education, community and youth work with young people and children, particularly in the inner city areas.
Salary scale £3,753 to £4,113 according to qualifications and experience.
Further details and application forms (available by 24th September from: Warwickshire Association of Youth Clubs, [illegible] Road, Leamington Spa.

WARWICKSHIRE
COUNTY COUNCIL
Youth Service Leaders
Applications are invited from suitably qualified and experienced YOUTH WORKERS and TEACHERS for three posts in the above area.
Salary: A.T.O. Scale to £4,962 per annum with an additional payment of £111 per annum (Country Main Rate). Youth Officer, Burnham Scale to £5,772 per annum. Opportunity for three selected to go to the Youth Service Training Unit to train for two years on full time adult leadership course (no fees payable).
Further details are available from the Area Education Officer, [illegible] Centre, Coventry Road, Coleshill, Birmingham. At Tipton, County Library, Tipton, Staffs.

WARWICKSHIRE
Kingston-upon-Hull
SCHOOL AND YOUTH CLUB (Off-an-Hull)
Applications are invited from suitable qualified and experienced TEACHERS for the established post, which is one of three within the Community Education Scheme.
The salary for this post will be in Burnham Scale 2 Band 2 scale. Payable in addition a supplement.
Application form and further particulars from the Area Education Officer, Education Office, Alexandra Road, Sculcoates Area, Hull, to whom completed forms should be returned by 24th September.

WOLVERHAMPTON YOUNG VOLUNTEERS
Youth Leaders
Social Education Workers
Are their social education attitudes getting you down? Is it possible young people to acquire the skills, knowledge and confidence to run their own affairs and participate in community affairs? The answer is yes, in conjunction with a group of volunteers. The person appointed will share responsibility with the present staff in developing the present Young Volunteers base in Wolverhampton, the nucleus of WYV is part of the Young Volunteer Foundation, the national community work and youth social organisation.
Applicants must have experience of working informally with young people and should have an understanding of the educational and social setting they are to operate in.
Apply from Marshall, WYV, 9 Lichfield Street, Dudley, DY2 8QP for further details. Closing date 27 September.

ITALY
Language school in beautiful Assisi [illegible] for English teachers [illegible] CILIS of Assisi [illegible] for the school year [illegible] Applicants with TEFL diploma or degree [illegible] Burnham Scale [illegible] Send for application form to: [illegible] Assisi, Italy. Tel. [illegible]

SPAIN
TOP SALT British schools [illegible] to organise educational programmes [illegible] Salt Lake Ground Floor, [illegible]

Tutor Required for Autumn Term 1976 [illegible] Tel. 01-[illegible]

Overseas Appointments

AFRICA
BAGHDAD (all subjects) monthly needed in Catholic secondary summer [illegible] Christian who can [illegible] Baghdad and Near East [illegible] Volunteers.
Please send package for reply: [illegible] 1 Carlisle Rd., London [illegible]

ITALY
Language school in beautiful Assisi [illegible] for English teachers [illegible] CILIS of Assisi [illegible] for the school year [illegible] Applicants with TEFL diploma or degree [illegible] Burnham Scale [illegible] Send for application form to: [illegible] Assisi, Italy. Tel. [illegible]

SPAIN
TOP SALT British schools [illegible] to organise educational programmes [illegible] Salt Lake Ground Floor, [illegible]

Tutor Required for Autumn Term 1976 [illegible] Tel. 01-[illegible]

Ministry of Defence
(Service Childrens Education Authority)

Deputy Headship (Group 6)

Dalton Middle School Ratingden

in

The Federal Republic of Germany

Applications are invited from appropriately qualified experienced men and women for the Deputy Headship of the Group 6 Middle School. The School caters for the children of British Servicemen and Specialised civilians temporarily abroad for the United Kingdom.

SALARY is in accordance with the current Burnham Scale between £4,740 and £5,361 per year plus London Allowance £402.

FOREIGN SERVICE ALLOWANCE [illegible] A tax free allowance is payable.

SUPERANNUATION [illegible]

ACCOMMODATION. Provided rent free.

PASSAGE. Return passage is free.

DURATION OF ENGAGEMENT. [illegible] engagement is for three years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in the Service Children's Schools abroad after the age of 50 and therefore, the preferred age limit for the commencement of the engagement is under 47 years.

Requests for application forms should be made on a postcard to:

SCEA
Education Authority (P)AW3130
Teacher Appointments Section
IAE Court Road Eltham
LONDON SE9 5NR

The closing date for the completed forms is September 27, 1976.

OVERSEAS Appointments continued

TANZANIA
TEACH ENGLISH
Experienced TEACHERS of ENGLISH needed for two-year contracts in Tanzania commencing January 1977. Applicants must be British or Foreign or Second Language Volunteers, preferably overseas. Return passages, gratuity, salaries of NU and superannuation.
For further details and an application form, please contact Voluntary Service Overseas (Ref. TES/74), 9 Belgrave Square South, Bridge Road, London, SW1 8AA (Tel: 01-262 2611).

BOTSWANA
SECONDARY TEACHER
Lady TEACHER required early 1977 to start in Beginners' Department and teach History to Upper Sixth. Applicant must have an Honours degree and not less than five years' teaching experience. Appointment is at Main Pay Point, Independent, multiracial, modern girls' boarding school founded in 1972, located in Gaborone. The staff and girls come from all parts of the world to live in the community. Applicants will be offered a two-year contract with the possibility of renewal for a further two years. Assistance with passages, baggage allowance, [illegible] and free accommodation, salary [illegible] Applications, with full curriculum vitae and names of two referees, should be sent to the Headmistress, Please quote Reference NSYP.

SPAIN
Male or female Applicant required to run and maintain computer laboratory at Anglesey School, Cercedilla. For further information contact Mrs. J. Hughes, The Old Vicarage, Ockley, Surrey. Tel. 030-676-2896.

ITALY
Required, women TEACHERS to teach English. Work to begin in September and October for the School at Lecce and Taranto. Write: International Language Schools, 15 Ingram Road, Twickenham, Middlesex. Tel. Twickenham 892-2877.

ITALY
INFLIGHT TEACHER required for language school near Milan. Apply with curriculum vitae to Bridget Lewis, Corso Vittorio, 6 20100 Novara, Italy.

JAMAICA. Required Sept., or Jan., Specialist Teacher for Girls' Physical Education. Curriculum vitae and two referees to Miss Steele, Immaculate Conception District School, Kingston 8.

EXPERIENCED female T.E.F.L. teacher required. Permanent position in small language school in Ibiza. Must speak good Spanish. Please write Mrs. Ann Bolton, Canarias 18-3-4, Ibiza, Spain.

SPAIN temporary teacher to [illegible] level wanted for international school in the Guadarrama Region, southern Spain soonest.—Details from [illegible] 654.

TEACHER—English to Italian groups. Oct. to May to Write for curriculum vitae and application to Signora Alfarone, Via Mattioli 7, 11100 Aosta, Italy.

NIGERIA
KANO CAPITAL SCHOOL
Required as soon as possible — Secondary Teacher to teach two years' Science in Primary First and Middle Schools for the duration of this primary school with the Nigerian Government. Duties of such teachers are to mentor counterparts who have been trained in the United Kingdom.
Salary £5,475 to £6,960 per annum (£365 depending on experience) plus £1,000 per annum in lieu of tax. Passages paid. Generous allowances. Free and subsidised accommodation. Assistance with children's education. Medical and car allowance.
Further particulars are available from the Overseas Appointments Officer, County Hall, Bedford. Applications, with full particulars, to whom letters of application and names of two referees, should be sent to arrive not later than 24th September, 1976. Please quote reference NSYP.

BUCKINGHAMSHIRE
COUNTY COUNCIL
Required September 1977 to replace Assistant Teacher (Art) who is retiring, a suitably qualified Teacher to teach Art and Pottery to boys and girls with ability and interest in such subjects. Applicants should have some experience of teaching in secondary schools. Duties will also be required on the in-service training of teachers for out-door activities and specialist qualifications in engineering, canoeing, sailing would be an advantage.
Salary: Burnham Scale.
Removal allowance (if any) to Group 3 payable in approved cases.
Further details and application forms from the Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (or from Head of School addressed envelope), to whom completed applications should be returned by 24th September 1976.
Previous applicants need not reapply as their applications are still under consideration.

CAMBRIDGE
COUNTY COUNCIL
HUNTINGDON AREA
EDUCATION OFFICE
DEPUTY AREA EDUCATION OFFICER
(Post [illegible] No) 7-7
£6,564-£6,977 p.a. plus supplement £312 p.a.)
Applications are invited from suitably qualified candidates for the above appointment, as second-in-command of an office responsible for the day to day administration of schools and other establishments in the Huntingdon Area.
Further details and application forms are available from Mr. J. Davey, Senior Area Education Officer, The Grove, Huntingdon (Tel. [illegible]) to whom completed applications should be returned not later than Thursday, 30 September, 1976.

NATIONAL YOUTH BUREAU

YOUNG VOLUNTEER
RESOURCE UNIT

Information Officer
AP2 £2,529-£2,853
(plus £312 p.a. supplement)

The young Volunteer Resource Unit was established in 1974 by the National Working Party of Young Volunteer Organisers which co-ordinates local agencies throughout England and Wales. The Information Officer will join an existing team of three other staff. He or she will be responsible for collecting and systematising documentation from the field, and making it available through the bi-monthly bulletin "Social Action" and by sending documents in answer to enquiries.

Further details and application forms (to be returned by Friday, 24th September 1976) from Director, Youth Bureau, 17/23 Albion Street, Leicester. (0533-538811).

EDUCATION DEPARTMENT

SPECIALIST CAREERS OFFICER

Salary AP5: £4,110-£4,380
(inclusive of London Weighting)
plus £312 supplement

Applications are invited from practising Careers Officers who consider themselves qualified by background, experience and temperament, for taking on the challenging task of helping disadvantaged, disaffected, disillusioned young black people, some of them homeless, many of them jobless and most of them disinclined to use the statutory employment services.

Additional information and application forms are available from the Administration Manager, Room 709, Brent House, High Road, Wembley, Middlesex, returnable by 27th September, 1976. Telephone: 01-903 0371 (24-hour Answerone Service). Reference number E/33 must be quoted.

London Borough of
BRENT

Islington Parks & Recreation

Finsbury Leisure Centre EC1

LEISURE CENTRE OFFICER/ SUPERVISOR

A.P.2. £3,276-£3,600 (inclusive) + Shift Allowance (12½%), enhanced rates for weekend working and overtime as appropriate.

Applications are invited for the above position. The successful candidate will be required to play a key role in the operation of the Centre as a member of the management team. He/she will work on a rota as Duty Officer and will be responsible for the smooth running and operation of the Centre during his/her tour of duty.
The job entails supervision of staff, organisation and control of recreation and leisure activities, basic administration and an ability to understand and help meet the requirements of the Community.
Qualifications required: Enthusiasm, Initiative, Commonsense and Determination. Coaching qualifications or previous experience in Recreation or Catering would be advantageous.
Application forms from the Parks & Recreation Manager, 345 Holloway Road, London, N7 0RS (Tel. 01-607 7331 Ext. 67) returnable by Monday, 27th September, 1976.

Administration

Local Education Authority

AVON COUNTY
EDUCATION SERVICE
CABLTON MARSH
(Post Area, Kingswood Area)
CABLETON JUNIOR SCHOOL
Salary according to qualifications £3,276-£3,704 plus £375 per annum Standard Responsibility Allowance. Suitably qualified CANDIDATES TO APPLY for this post based at the Last Avon Kingswood Area Office.
Further details and application form returnable by 24th September from Director of Education, Avon House, The Horsefair, Bristol, BS1 3JP. Telephone 0272-294416, Ext. 279.

BUCKINGHAMSHIRE
COUNTY COUNCIL
Required September 1977 to replace Assistant Teacher (Art) who is retiring, a suitably qualified Teacher to teach Art and Pottery to boys and girls with ability and interest in such subjects. Applicants should have some experience of teaching in secondary schools. Duties will also be required on the in-service training of teachers for out-door activities and specialist qualifications in engineering, canoeing, sailing would be an advantage.
Salary: Burnham Scale.
Removal allowance (if any) to Group 3 payable in approved cases.
Further details and application forms from the Chief Education Officer, County Hall, Aylesbury, HP20 1UZ (or from Head of School addressed envelope), to whom completed applications should be returned by 24th September 1976.
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ITALY
Required, women TEACHERS to teach English. Work to begin in September and October for the School at Lecce and Taranto. Write: International Language Schools, 15 Ingram Road, Twickenham, Middlesex. Tel. Twickenham 892-2877.

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INFLIGHT TEACHER required for language school near Milan. Apply with curriculum vitae to Bridget Lewis, Corso Vittorio, 6 20100 Novara, Italy.

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EXPERIENCED female T.E.F.L. teacher required. Permanent position in small language school in Ibiza. Must speak good Spanish. Please write Mrs. Ann Bolton, Canarias 18-3-4, Ibiza, Spain.

SPAIN temporary teacher to [illegible] level wanted for international school in the Guadarrama Region, southern Spain soonest.—Details from [illegible] 654.

TEACHER—English to Italian groups. Oct. to May to Write for curriculum vitae and application to Signora Alfarone, Via Mattioli 7, 11100 Aosta, Italy.

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

PRIMARY TEACHER VACANCIES 1977

Applications are invited from qualified assistant teachers, who are at present teaching in schools in the United Kingdom for vacancies in Service Children's Schools overseas in 1977, mainly in British Families Education Service schools in North West Europe.

All applicants should be fully acquainted with modern Primary School teaching methods.

NOTES
Salary is in accordance with current Burnham Scales plus London Allowance.
Superannuation—normal rights are safeguarded.
Foreign Service Allowance—a tax free allowance is payable.
Accommodation—is provided rent-free.
Duration of Engagement—Initial engagement is for three years.
All applicants should normally be resident in the United Kingdom.
Teachers do not normally serve in the Service Children's Schools abroad after the age of 50, and, therefore, the preferred age is under 47 years at the commencement of the engagement.
Requests for application forms and further information should be made on a postcard or by telephone to:

SCEA
Service Children's Education Authority
(P)AW3130
Teacher Appointments Section
IAE Court Road Eltham
LONDON SE9 5NR

ilea INNER LONDON EDUCATION AUTHORITY

Staff Inspector of Design and Technology

Salary range: £8,974-£10,027
(inclusive of London Weighting) with possible progress to £10,969

The Staff Inspector leads a team of three Inspectors and is responsible for advice in primary school craft and various activities in the further education field, together with secondary school work in Design and Technology.
The successful applicant may also be asked to take responsibility for the general oversight of the schools in a small district.

Details and application forms from the Education Officer (EO)(Estab. 2A(1)), Addington Street Annexe, The County Hall, London SE1 7PB.
Forms to be returned by 24 September 1976.

Hong Kong GOVERNMENT

Head of Department of Hotel Keeping and Tourism

(at Principal Lecturer Level)
£8,836-£10,654 p.a. (HK$77,580-$93,540)

Applications are invited for this challenging post, which has good promotional prospects and scope for development. The Department of Hotel Keeping and Tourism will constitute a new discipline in Hong Kong and will be based at the Cheung Sha Wan Technical Institute, which will be opening in September 1977. Appointment will be on contract, for 2½ years initially, to commence as soon as possible. The successful candidate will be responsible to the Principal and will be required to set up and administer the department, plan curriculum, be responsible for the ordering and installation of equipment, assist with the selection of staff and liaise with local Hotel and Tourist organisations, training establishments and other relevant bodies.

QUALIFICATIONS: A relevant professional or technical qualification and a teaching/training diploma plus 10 years' experience in industry and/or teaching. Proven organisational ability, preferably in the development of a department in an overseas country.

BENEFITS: 25 per cent gratuity, free passages including dependants on appointment and overseas leave, education allowances and subsidised furnished flats.
Apply for further details and an application form to Recruitment Unit, TETOC (Technical Education and Training Organisation for Overseas Countries), 36/37 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications September 30.

tetoc

OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

Secondary Teachers (English) Malaysia

To organise the English Department and introduce up to date TEFL techniques in residential Malay Medium Science Secondary Schools; to act as Heads of English Departments or as Special English Advisers to Head Teachers. Applicants, under 55, must be trained graduates with post-graduate TEFL qualifications and a minimum of 5 years' teaching experience which should include overseas experience. Appointment for 21-27 months.

Salary in range £3,644-£8,236 p.a. which includes an allowance, normally tax-free, in range £2,184-£4,092 p.a. Terminal gratuity 15% of basic salary. Other benefits include free family passages, paid leave, children's education allowances, and subsidised accommodation. An appointment grant of up to £900 and an interest free car purchase loan of up to £900 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply giving details of age, qualifications and experience to:—
Appointments Officer,
MINISTRY OF OVERSEAS DEVELOPMENT,
Room 301, Eland House,
Stag Place, London SW1E 5DH.

ODM
HELPING NATIONS HELP THEMSELVES

Education

two district advisers

£7,455-£8,079 plus £312 supplement

We require men or women with successful teaching and advisory experience, enthusiasm for modern educational development and a broad view of the curriculum, for the above posts, one to be based at Gedling, the other at Rushcliffe. The Authority is anxious to increase its strength in English and in either the general field of Secondary Education or in one of the major specialisms, and is looking for people who have the ability both to make a major contribution in one of these fields and to lead a district team.

Generous assistance will be given with the expenses incurred in moving house in accordance with the Authority's scheme.

Further details and application forms (stamped addressed envelope) are available from the Director of Education (ADM/4) at County Hall. Closing date for applications for both posts is September 24, 1976. Please quote ref. L148.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG2 7QP

Education Department

GENERAL ADVISERS
(TWO POSTS)

A. Particular responsibility for Special Education and Remedial Teaching
B. Particular responsibility for Infant/Nursery Education

Applicants, male or female, should be well qualified, experienced teachers with good organising ability, who are able to offer advice on all aspects of the curriculum and organisation in A. Special Education and Remedial Teaching and (B) Infant/Nursery Education.
It would be an advantage to have served as a Head Teacher. The persons appointed will have the opportunity to develop these services and make a distinctive contribution to the Education Service of the Area.
Salary: Soulbury General Adviser, Burnham Head Teacher Group 8.
Essential car user allowance payable.
Further particulars and application forms from the Personnel Officer, Municipal Buildings, Kirkby, Liverpool L32 7TX (Tel. 051-548 6555).
Closing date: 22nd September, 1976.

Metropolitan Borough of KNOWSLEY

RE-ADVERTISEMENT

London Borough of Redbridge

Teacher/Adviser—Mathematics

Salary: Senior Teacher Scale £4,360-£5,040 plus £312 Supplement and £297 London Allowance. Car allowance payable.

Applications are invited from graduates with suitable teaching experience for the post of Teacher/Adviser in MATHEMATICS from 1st January, 1977 or as soon as possible thereafter.

Assistance is given with legal fees for house purchase and towards removal and resettlement expenses where appropriate.

Application forms and further particulars from John Fordham, Chief Education Officer, 255-259 High Road, Ilford, Essex IG1 1NN. Closing date 1st October, 1976.

Metropolitan Borough of Rochdale

Education Department

Assistant Education Officer (Special Education) PO1 (5-9)-

£5,250 to £5,889

plus an annual salary supplement of £312.

Applications are invited from graduates with appropriate experience. The post carries an essential user car allowance. Assistance may be given with removal and other expenses and with housing accommodation in appropriate cases.

Further particulars and forms of application may be obtained from the Chief Personnel Officer, 166 Drake Street, Rochdale OL16 1XG, to whom they should be returned not later than September 20, 1976. (Ref. A387.)

County of North Yorkshire

GRANTLEY HALL ADULT COLLEGE

RIPON HG4 3ET Tel: Sawley 259

Applications are invited for the post of

COLLEGE SECRETARY and PERSONAL SECRETARY to the Warden, from suitably qualified persons. Good typing essential.

Salary on scale £1,215-£2,529 according to age and qualifications, plus £312 salary supplement. Free board-residence if required (two-roomed flat). Superannuation.

Grantley Hall is a distinguished 18th Century country house in 30 acres of garden. As a College it accommodates a changing population of 80 adult students, male and female, attending short courses of a few days' duration. Staff of 25 of whom ten or twelve resident.

Application forms and further particulars from the Warden. Post vacant from 1st November, 1976.

COUNTY OF AVON **Education Service**

SENIOR EDUCATION OFFICER

Salary scale: PO3 (8-12)

£8,526-£9,405

This is one of three second-tier posts and demands extensive knowledge of the education service as well as considerable management ability and experience.

Further details and application form returnable by 24th September, from Director of Personnel (Tel. Bristol 299565), Avon House, The Haymarket, Bristol BS99 7DE. Please quote Ref. No. EDU 1200.

CITY OF NORWICH

are pleased to advertise the newly established post of

Community Development Officer

BOWTHORPE

Applications are invited from suitably qualified and experienced people to stimulate and initiate Community Development in a new and expanding residential area of this fine City.

Salary NJC Grade AP4/5 (£3,366 to £4,095), plus £312 supplement.

Please send a stamped addressed envelope for application form and further details to the Amenities Officer, 15 Chapel Field East, Norwich NR2 1RN. Application forms should be returned by 30th September, 1976.

Leicestershire

CAREERS OFFICER AP4/5

£3,366 to £4,095 p.a.

plus £312 p.a. supplement

Applications invited from suitably qualified persons for a post involving work with more able pupils and development of computer aid to guidance. 37 hour 5-day week. Removal expenses in approved cases. Apply (no forms) with names and addresses of two referees to Director of Education, County Hall, Glenfield, Leicester, by 21st September.

Gwent County Council

EDUCATION DEPARTMENT (CAREERS SERVICE)

Area Careers Officer

Newport Area

Grade SO1/SO2, salary £4,239 to £4,992, plus supplement of £312 per annum

The post carries responsibility for providing a vocational guidance service to pupils in the eight schools in the town of Newport and to some of the students attending courses at the South Gwent College of Further Education. There is also responsibility for an employment service to school-leavers, students and any other young people living in the area who choose to seek help from the Careers Service.

The Area Officer will be responsible for arranging the duties of the nine other members of staff to ensure that all aspects of the guidance and employment work, office records, statistics, etc, are satisfactorily covered.

In addition, the Area Officer is the Secretary of the Newport Careers Service Sub-Committee and will need to submit reports of the work in the area at least three times each year.

Mileage allowances will be payable for journeys to schools, employers and for other essential visits.

Temporary Careers Officer

Tredegar Area

Grade AP3/4, salary £3,922 to £4,782, plus salary supplement of £312 per annum.

The Officer appointed will replace a permanent Officer who has been seconded to specialise duties with unemployed young people until the 31st March, 1977. Duties will include vocational guidance to pupils attending schools in the Tredegar Valley and visits to employers to gain a detailed knowledge of the employment opportunities available to young people. Car mileage allowance will be paid for essential travelling. Preference will be given to candidates with previous experience in the Careers Service or, to those who hold the Diploma in Vocational Guidance.

Applications to be submitted by September 22, 1976.

Application form and further information (where applicable) for the above vacant posts can be obtained from the Personnel Section, Gwent County Council, County Hall, Cwmbran, Gwent NP4 2XH, to be returned by the date shown to the same address.

Leicestershire

PROFESSIONAL ASSISTANT (Schools)

£4689-£5250

+ £312 SUPPLEMENT

Applications (January 1977 appointment) invited from graduates with good teaching experience in schools (qualifies for an energetic young man or woman to gain experience of education administration in a large authority. Details on request.

Casual user car allowance. Removal expenses, legal fees, lodging allowance in approved cases. Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 27th September.

TAYSIDE REGIONAL COUNCIL

EDUCATION DEPARTMENT

CAREERS OFFICER

(Reference 275/76)

£3,003 to £3,594 (inclusive of pay supplement)

Location: Arbroath, Angus

Applications are invited from experienced Careers Officers and holders of a university degree or the Diploma in Careers Guidance (or equivalent); consideration will also be given to applicants with appropriate industrial/professional experience. A job description is available.

Applications on forms available from and returnable to the Personnel Officer, 17 Albert Square, Dundee. Telephone 24281, extension 3881. Closing date for receipt of applications is Monday, 27th September, 1976.

EDUCATION DEPARTMENT

Careers Officer

AP1-4 HQ Car 28

£2,127-£3,702 + £312 Supplement

Required for the East Riding Division of the County Careers Service to be based at Beverley. Preference will be given to candidates completing a full-time course of training for the Diploma in Careers Guidance this year, or with previous experience in the Careers Service; consideration will also be given to candidates with successful experience in industry or Education.

Further details and application forms available from Director of Education (C/S—Staffing), County Hall, Beverley, North Humberside, to whom completed application forms should be returned by the 24th September, 1976.

Humberside County Council

Greater London Arts Association

requires an

Arts Education Officer

The Association supports and encourages the arts throughout Greater London, and employs arts officers specializing in music, drama, dance, the visual arts, film and video.

The Officer will complete the last two years of a three-year pilot project, jointly funded by GLAA with financial support from the Calouste Gulbenkian Foundation, to discover ways in which the Association's work may be both extended and strengthened in the whole field of education.

Salary on scale £3,234-£4,407 per annum according to qualifications and experience, plus London Weighting Allowance of £435 p.a.

Further details and application forms are available from the Director, Greater London Arts Association, 25/31 Tavistock Place, London WC1H 9SF.

ADMINISTRATION
Local Education Authority
continued

DUDLEY
(Metropolitan Borough of)
CAREERS OFFICER
(£5,334 to £6,014)

Applicants should preferably possess one of the following qualifications—a British Degree, Diploma in Social Science, Diploma in Vocational Guidance, Diploma of the C.E.R.T.D. or equivalent qualification.

Applications should be welcomed from students who have recently completed a diploma course of training in Careers Guidance. Car allowance payable and assistance with removal and resettlement expenses in approved cases up to £250.

Further particulars and application forms, returnable by 20th September, from the Director of Education, 3, St. Thomas Road, Dudley, West Midlands.

ESSEX
COUNTY COUNCIL
CAREERS OFFICER
Southend
(Post No. CR/190)
A.P.3/4 (£3,234 to £3,402 plus an additional payment of £312 per annum) for those who have completed a course of training for the Careers Service, or
A.P.2/3 (£2,763 to £3,291 plus an additional payment of £312 per annum) for university graduates of known leading reputable qualifications.

Applicants should have the ability to tackle the problems of giving careers advice to a mixed ability group of young people in the Southend area of Essex. Liveliness, enthusiasm and a realistic approach to careers guidance are the qualifications we are looking for.

Experience in teaching, industry or commerce would be an advantage.

To find out more contact the County Education Officer (01), Education Department, Interchange House, Market Road, Chelmsford, CM1 1LD. Telephone: Chelmsford 62565, ext. 2688.

Closing date for applications will be 24th September 1976.

HARROW
Careers Adviser
Applications are invited from graduates with good teaching experience in schools for an energetic young man or woman to gain experience of education administration in a large authority. Details on request.

Casual user car allowance. Removal expenses, legal fees, lodging allowance in approved cases. Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicester LE3 8RF, by 27th September.

London Borough of Redbridge

Educational Psychologist

Salary £3,900-£6,600 plus £312 Supplement and £297 London Allowance.
Commencing salary according to qualifications and experience.

To work in the Redbridge Child Guidance Clinic and School Psychological Service. Qualifications required: Honours degree in psychology or equivalent. Postgraduate training and teaching experience.

The London Borough of Redbridge is a pleasant residential area in North-East London, with easy access to the West End and the Essex Countryside. Help will be given in finding accommodation and with legal fees for house purchase, removal and resettlement expenses where appropriate.

Further particulars and application forms available from JOHN FORDHAM, B.A., Chief Education Officer, 255/259 High Road, Ilford IG1 1NN.

Closing date 1st October, 1976.

Education in a different dimension.

RAF officer EDUCATION

A lot of educational jobs can be fairly predictable and routine. The job of an RAF Education Officer is neither of these.

Maybe we can tell you why.

In the first place an Education Officer in the RAF, whether a man or a woman, is in a very responsible position because the Service has a crucial job to do. The maintenance of the highest standards of training is imperative. Our existence might depend on it.

Secondly, there is the nature of the job itself. The RAF is a big organisation, around 90,000 people. It is also a committed organisation. The people in it are there because they choose to be. As an educator you will find yourself dealing with people who really want to learn. Your work may range from the instruction of young apprentices to the tuition of university graduates undergoing officer training at an RAF college. At all levels it is a satisfying experience. Teaching, however, is only part of the job. You will also be dealing at management level with the organisation of further education at home and overseas and with the improvement of training courses and methods. This will involve administrative work in liaison with outside specialists and officers of all branches of the Service.

You will find the work most rewarding and a useful background for civilian teaching. If you are looking for a worthwhile job where your contribution is truly valued—give thought to the RAF.

You may choose to spend 4, 5 or 6 years in the RAF with a chance of longer engagement to the age of 38 or for 16 years. And, if you are considered good enough, there are opportunities for service to the age of 55.

If you are interested, post this coupon now to Group Captain H. E. Boothby, OBE, ADC, BA, RAF, Officer Careers (949 416/1) London Road, Stanmore, Middlesex, HA7 4PZ.

ONLY SO MANY CAN BECOME THE FEW.

Please send me information about a career as an Education Officer in the RAF.

Name.....

Address.....

Date of Birth..... (Upper age limit normally 29½; older candidates may be considered up to 38½)

(Formal application must be made in the UK.)

With this coupon please enclose, in confidence, a brief curriculum vitae. You should be a graduate, preferably qualified to teach.

949 416/1

LONDON

INNER LONDON EDUCATION AUTHORITY

SOUTH-EAST LONDON COLLEGE

Lewisham Way, SE4 1UT

PART-TIME STUDENT SERVICES OFFICER
(25 hours per week)

Salary £1,740-£2,346 (inclusive of London Weighting and Supplementary Allowance).

Applicants should have appropriate qualifications and experience. Duties include assistance to students with health, financial and home problems.

Application forms and details from the Education Officer, 127 Fisher Unit, Aspinden Street, Aspinden, London, SE2 7BN.

Forms to be returned by 24 September 1976.

CITY OF MANCHESTER
EDUCATION COMMITTEE

DEPUTY INSPECTOR with special responsibility for INNER RESPONSE and HEALTH EDUCATION

Salary: Inspector Grade (£5,742-£6,597 per annum).

Assistance with travel and associated expenses. Essential car user allowance.

Application forms and job particulars from the Chief Education Officer (EM), Education Office, Crown Square, Manchester M60 3HB.

Closing date: 27th September, 1976.

NEWHAM
London Borough of
EDUCATION DEPARTMENT
CAREERS OFFICER

Salary scale: £2,814-£3,987 per annum, plus an Annual Supplement of £312 per annum.

Applications are invited from experienced CAREERS OFFICERS or those completing full-time courses for appointment to a post of Careers Officer. The Service operates in all spots in the Borough and duties will include the normal range of work with pupils in comprehensive schools.

Application forms may be obtained from the Director of Education (Personnel), Broadway, Stratford, London E15 4BB.

Mr. S. White, Director of Education.

NORTHUMBERLAND COUNTY COUNCIL
ASSISTANT EDUCATION OFFICER

£4,962 to £5,877 plus £312 Salary Supplement

The successful applicant will be responsible to the Director of Education and will assist generally with the work of the existing Inspectors and Education Officers, but will be particularly responsible for the development of educational consultation and the work of an Education Department.

Applicants should be Graduates or Graduates in Education with appropriate qualifications and should preferably have good teaching experience.

Application forms, returnable by 1st October, and further details obtainable from the Director of Education, Eldon House, Regent Centre, Gosforth, Newcastle upon Tyne NE3 3HZ.

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDUCATION CATERING SERVICE
AREA EDUCATION CATERING OFFICER

Applicants (male or female) should be experienced and hold H.N.C., I.M.A. Part(2) or higher qualifications. Salary £5,766-£6,597 per annum (plus £312 supplement).

Removal assistance will be offered and applicants are invited to inspect house in accordance with the Authority's scheme.

Application forms and further details are available from the Director of Education (EAO), County Hall, West Bridgford, Nottingham, to whom they should be returned as soon as possible. Please quote ref. 187.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
CENTRAL ADVISORY TEAM

Salary £7,353 to £8,007 (plus £312 per annum).

Further particulars and application forms to be returned by 30th September, 1976, from:

Chief Education Officer (Admin.), Education Offices, Tipping Street, Stafford.

Telephone: Stafford 5121, Ext. 6224.

WARWICKSHIRE
COUNTY COUNCIL
EDUCATION WELFARE OFFICER

There is a vacancy for an EDUCATION WELFARE OFFICER in the Leamington area, for a suitably qualified social worker preferably but training could be given to a suitable applicant. Current joint Rescue Allowance Salary scale £4,320-£5,586 (£312 per annum supplement). Qualification bar at CSWO. Essential car user allowance.

Further details and application form from County Personnel Officer, Shire Hall, Warwick (0926 41411, ext. 322) Northgate Street, Warwick (0926 4956). Closing date 20th September, 1976.

M. L. Bilger, County Education Officer.

General

BRIGHTON

THE POLYTECHNIC
PUBLICATIONS OFFICER required from 1st October, 1976, in the Academic Affairs Department to produce accurate and interesting publicity material for potential students.

Salary (APS) £4,137-£4,407.

Further particulars and application form, returnable by 15th September, 1976, from the Personnel Officer, Brighton Polytechnic, Moulsecoomb, Brighton BN2 4GJ. Tel.: 673535.

LONDON

CHARTERED INSURANCE INSTITUTE
EDUCATION OFFICER

As a result of the forthcoming publication of the present Institute syllabus, applications are invited for this post. Applicants should be qualified and experienced careers officers or teachers and must be able to write clearly.

Salary range £4,000 to £4,750, depending upon experience. Fringe benefits include non-contributory pension and mortgage facilities.

Application forms and further particulars may be had from: The Secretary-General, Chartered Insurance Institute, 20 Aldermanbury, London EC2V 7HY.

LONDON W1

ALL SAINTS MARGARET STREET
SECRETARY/SECRETARY/PERSONNEL ASSISTANT to assume a wide range of interesting responsibilities. Salary negotiable) not less than £2,000 per annum.

Apply Vicar, St. Margaret's, W.1.

Child Care

WALES

Llwynhelyg
GAYTREE WELLS SCHOOL
Houghton STAFF:

For further details please see main advertisement under Special Education, Scale 1.

Educational Psychologists

HERTFORDSHIRE
COUNTY COUNCIL
ASSISTANT COUNTY EDUCATIONAL PSYCHOLOGIST

Salary Scale £5,403 to £7,428 plus £150 Fringe Area allowance

Applications are invited for this post, which will be based at Hoddesdon/Hertford, from persons with specialised knowledge of and responsibility for work with handicapped children—particularly the learning-handicapped. Candidates must possess an Honours degree in Psychology or its equivalent, appropriate clinical training, teaching experience and experience as an Educational Psychologist.

Applications for this post should be made by letter giving the names of two referees to the County Education Officer, Ref. A178/EO(1), County Hall, Hertford, from whom further information may be obtained. Closing date 20th September, 1976.

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION DEPARTMENT
SENIOR EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of Senior Educational Psychologist to join a team of six psychologists in a well established service. Salary in accordance with Burnham (Further Education) Report (£6,810 to £8,580 plus £312 annual salary supplement).

Applicants must be eligible for A.B.P. membership and forms and further details (to be returned by 24 September) can be obtained from the Director of Education, Education Offices, Mr. Johns Square, Wolverhampton, WV2 4DR.

Senior Educational Psychologist

Re advertisement

Applications are invited for appointment as Senior Educational Psychologist to lead the Amber Valley and Erewash Area team.

Applicants should possess a Degree in Psychology, teaching experience, post-graduate training in educational psychology, and experience as an educational psychologist.

Salary within the Soulbury Scales (£6,498-£7,113) with the supplement of £312 per annum. Generous removal expenses, relocation allowances and lodging allowance in approved cases. Car allowance in accordance with the County Council's current scale.

Further details obtainable by sending s.a.e. to C. W. Phillips, Director of Education, County Offices, Matlock, to whom completed forms should be returned by 17th September, 1976.

DERBYSHIRE
Education

EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST

£5,046 to £6,972

Applications are invited for the appointment of an Educational Psychologist to work in the Authority's Psychological Service. Salary in accordance with the Soulbury Agreement O.T. Scale 4 Point 4 to H.T. Group 7 Point 4, £4,734 to £6,660.

Applicants should possess an Honours Degree in Psychology and have suitable further qualifications and teaching experience.

Application forms (stamped addressed envelope) and further details from the Director of Education at the address shown below, should be returned to him not later than September 24, 1976.

Removal expenses and temporary lodging allowance may be granted in appropriate circumstances.

Informal inquiries may be directed to Mr. J. A. Wallis, Senior Educational Psychologist. Telephone 79416.

L. A. Bloom, Chief Executive
Town Hall and Civic Centre, Sunderland SR2 7DN

Borough of Sunderland

SCHOOLS PSYCHOLOGICAL SERVICE

PRINCIPAL EDUCATIONAL PSYCHOLOGIST

£6969 - £7593 + £312 per annum

We are seeking an experienced and well qualified leader for our team of Psychologists who will also be capable of rationalising the Service, integrating it with other Child Care agencies in the City and redirecting it to create a 'field' service better able to meets the needs of parents, children and teachers.

EDUCATIONAL PSYCHOLOGIST

£5520 - £6660 + £312 per annum

In addition to participating in the work of a developing team and Service, it is anticipated that the successful applicant will have an opportunity to work in areas of his or her particular interest.

EDUCATIONAL PSYCHOLOGIST (TEMPORARY)

£5520 - £6660 + £312 per annum

To work for one year in the absence of a Psychologist on secondment.

These posts offer substantial scope for creative development of the Service in a progressive City.

Application forms and further particulars from the Director of Education, Council Offices, Earl Street, Coventry CV1 5RS. Tel. Coventry 26555, ext. 2292. Returnable by 20th September, 1976.

Examiners

ASSOCIATED LANCASHIRE SCHOOLS EXAMINING BOARD

(Certificate of Secondary Education and Joint Technical Examinations)

Applications are invited for the following posts:

CHIEF EXAMINER for GEOGRAPHY (with Joint Examinations)

CHIEF EXAMINER for CHEMISTRY (with Joint Examinations)

CHIEF EXAMINER for HOME ECONOMICS

ASSISTANT for COMMERCE STUDIES

Application forms and further details should be sought from the Secretary, Associated Lancashire Schools Examining Board, 12, Harter Street, Manchester M1 6HA

EAST MIDLAND REGIONAL EXAMINATIONS BOARD

(Certificate of Secondary Education)

Applications are invited for the following posts:

CHIEF EXAMINER IN PHYSICS (8638)

CHIEF EXAMINER IN ENVIRONMENTAL STUDIES (8639)

DEPUTY CHIEF EXAMINER IN GEOGRAPHY (8636)

EXAMINERSHIP IN EUROPEAN STUDIES (8640)

(for the proposed Certificate of Extended Education)

Figures in brackets indicate subject-related numerical examinees.

Further details and application forms may be obtained from the Secretary (for Establishments), East Midland Regional Examinations Board, Robins Wood House, Robins Wood Road, Aspley, Nottingham, to whom completed application forms should be returned not later than 1st October 1976.

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education

Wellington House, Aldershot, Hants GU11 1BQ

The Board invites applications for the following posts:

(a) ASSISTANT EXAMINERS IN HISTORY OF ART AT ADVANCED LEVEL (GCE 1977)

(b) Option of Byzantine and Renaissance Art in Italy.

(c) Option of Art of the High and Late Renaissance in Italy and Spain.

(d) Option of Baroque Art in Italy and the Netherlands.

(e) Option of Impressionism and Post-Impressionism in France.

(f) Option of Art of the Twentieth Century.

Candidates should state clearly which of the specific options they wish to be considered for.

(g) ASSISTANT EXAMINER IN HISTORY OF ART AT ADVANCED LEVEL (GCE 1977)

All candidates for these posts must possess a degree or equivalent qualification and have at least five years' teaching experience at university, polytechnic, public school, sixth form college or other educational establishment.

(h) ASSISTANT EXAMINER IN PHOTOGRAPHY AT ADVANCED LEVEL (GCE 1977)

Applicants should possess an A.T.D., Dip.A.D., or A.I.I.P., or A.R.P.S. or degree equivalent qualification, and have had at least five years' teaching experience in schools and/or further education, including professional experience or examining in photography, as an additional advantage for this post.

Application forms may be received by 14 days of the appearance of this advertisement.

Application forms and further particulars of the above posts are obtainable from the Secretary (at the Board's office).

METROPOLITAN REGIONAL EXAMINATIONS BOARD

Applications are invited for the following posts:

CHIEF EXAMINERS:

SECONDARY (16+) (1052) ART and DESIGN (1057 series), COMMERCE (1077 series), MUSIC (1078 series), PHYSICAL EDUCATION (1079 series), TYPEWRITING with OFFICE PRACTICE and OFFICE PRACTICE (1070 series), MODERN LANGUAGES: FRENCH (1076 series), GERMAN (1076 series), MODERN LANGUAGES: SPANISH (1076 series), MUSIC: RELIGIOUS STUDIES (1078 series), PHYSICAL EDUCATION (1079 series), SOCIAL STUDIES (1080 series), MATHEMATICS A, MATHEMATICS B and ENGLISH (1077 series), PERFORMING ARTS (1094), ADDITIONAL EXAMINERS: BUSINESS STUDIES and SOCIAL STUDIES (1077 series), ENGLISH (1077 series), GEOGRAPHY (1077 series), RELIGIOUS STUDIES (1077 series).

Application forms and further details should be sought from the Secretary to the Board, Mr. D. Hugel, Secretary to the Board, Metropolitan Regional Examinations Board, Iwan Bunce Hill, Wandsworth, South West London, SW18 2ES, to whom completed applications should be returned not later than 1st October 1976.

THE ASSOCIATED EXAMINING BOARD

For the General Certificate of Education

Wellington House, Aldershot, Hants GU11 1BQ

The Board invites applications for the following posts:

(a) ASSISTANT EXAMINERS IN HISTORY OF ART AT ADVANCED LEVEL (GCE 1977)

(b) Option of Byzantine and Renaissance Art in Italy.

(c) Option of Art of the High and Late Renaissance in Italy and Spain.

(d) Option of Baroque Art in Italy and the Netherlands.

(e) Option of Impressionism and Post-Impressionism in France.

(f) Option of Art of the Twentieth Century.

Candidates should state clearly which of the specific options they wish to be considered for.

(g) ASSISTANT EXAMINER IN HISTORY OF ART AT ADVANCED LEVEL (GCE 1977)

All candidates for these posts must possess a degree or equivalent qualification and have at least five years' teaching experience at university, polytechnic, public school, sixth form college or other educational establishment.

(h) ASSISTANT EXAMINER IN PHOTOGRAPHY AT ADVANCED LEVEL (GCE 1977)

Applicants should possess an A.T.D., Dip.A.D., or A.I.I.P., or A.R.P.S. or degree equivalent qualification, and have had at least five years' teaching experience in schools and/or further education, including professional experience or examining in photography, as an additional advantage for this post.

Application forms and further particulars of the above posts are obtainable from the Secretary (at the Board's office).

YORKSHIRE REGIONAL EXAMINATIONS BOARD

for the

CERTIFICATE OF SECONDARY EDUCATION

VACANCIES

Applications are invited for the following posts:

CHIEF EXAMINER IN ART AND DESIGN

CHIEF MODERATOR

The successful applicant will be required to undertake consultation and advisory work and also to make visits in June and July.

The duties will also include the appointment of Moderators and the moderation of Mode 3 syllabuses.

CHIEF MODERATOR IN MODERN LANGUAGES (FRENCH)

The successful applicant will be required to attend a Pre-Examination Meeting for the standardisation of the grading of Mode 1 and Mode 3 syllabuses and the moderation of Mode 3 syllabuses.

The duties will also include the appointment of Moderators and the moderation of Mode 3 syllabuses.

CHIEF MODERATOR IN MODERN LANGUAGES (GERMAN)

The successful applicant will be required to attend a Pre-Examination Meeting for the standardisation of the grading of Mode 1 and Mode 3 syllabuses and the moderation of Mode 3 syllabuses.

The duties will also include the appointment of Moderators and the moderation of Mode 3 syllabuses.

CHIEF MODERATOR IN MODERN LANGUAGES (SPANISH)

The successful applicant will be required to attend a Pre-Examination Meeting for the standardisation of the grading of Mode 1 and Mode 3 syllabuses and the moderation of Mode 3 syllabuses.

The duties will also include the appointment of Moderators and the moderation of Mode 3 syllabuses.

CHIEF MODERATOR IN ENGLISH STUDIES

Three faces of pastiche

Robin Maconie at the Proms

David Blake's new violin concerto, Richard Rodney Bennett's *Zodiac* for orchestra and the *Scherzos* for four pianos by Brian Chapple, all performed at the Proms on August 19, are three outwardly very different works. Over and above the fact that they are composed by British composers of about the same age, however, they have one trait in common. All three are works of pastiche, and the question this poses is a provoking one.

Pastiche is music that relies to a large extent on direct quotation or more or less sophisticated allusion to other works or styles. Imitation is one thing: all young composers, poets and artists are expected to develop a personal style through re-interpreting the idioms of those they admire, and there is no better way to learn. But pastiche is something else. It can be clever, as the Bennett is clever, cynical, like the Chapple work, or sublime; the crucial point is that whatever effect it has upon the listener is due more to the significant force of allusion than to the composer's own powers of suggestion.

Four pianos is a promising field of action, and Brian Chapple's *Scherzos* seem designed to appeal to the tradition of Hoffmung as much as to the Prom shop floor. Well and good: a composer who sets out to be funny can often discover more than one who determines at all costs to say something important. An academic tradition as humourless as the British certainly needs the liberating influence of a genuine comic talent like Satie or Cage (we have had Poulencs a-plenty (and are none the better for them).

But if true comedy is truly original, Mr Chapple's humour belongs to the ritual of music hall. Quotation, laugh; quotation, laugh; interminable shaggy dog story leading up to another quotation, relief and more laughter. If one could imagine a compositional equivalent to the patter of a Ted Ray, this would be it. A collage of references in "great" subjects (Liszt, Messiaen, Stravinsky, etc) which are only funny because they are recognizable, or made ridiculous by simple juxtaposition. It would be vaguely sinister if it were not vaguely pathetic.

Why does a composer need to limit himself to such a shallow and obvious routine? For shallow and routine it is when one thinks for a moment of what effects and interactions two pianos can achieve, let alone four. Those familiar with the music of the more polemicist composers of Mr Chapple's generation will recognize the pose of authority that conceals a real incomprehension, or inarticulateness, or most likely both together.

It would be a mistake to put as bleak a construction on Bennett's *Zodiac*, which has nothing defensive about it. It is simply an irony that a composer of his experience, commissioned by the National Symphony Orchestra of Washington to compose a work in celebration of the American bicentenary, should have produced a work of such apposite banality. A work of decisive music is a genre all its own: an idiom as calculatedly sincere and appealing as Jimmy Carter's smile.

I am quite sure the Washington NSO got exactly what it wanted, a work of moderate length with ample opportunity for sectional display, in an idiom that manages to sound modern without ever demanding very much from player or listener, and that can be rehearsed to concert standard in a minimum of time. Now you hear it, now you don't: with the deftness of long film experience Bennett conjures up a rite of performance that says nothing at all. There is a certain skill implied by the achievement, as may have been implied by the performance if the Prom performance by the Royal Philharmonic under Dorati had been better than it was. But if I were Elisabeth Lutyens I certainly wouldn't be flattered to receive a birthday tribute of su complacent a virtuosity.

It may seem less than just to mention David Blake in such company, and yet the greatness of his violin concerto lies in the composer's acknowledgment, and most eloquent defence, of precisely the same eclecticism practised by Chapple and Bennett. That it is indeed a distinguished addition to the repertoire is certain. Serious, articulate and moving, the violin concerto combines a fastidious and delicate craftsmanship with a rare degree of aural sensitivity: the whole work being infused with that scholarly aspiration after the sublime characteristic of the ecclesiastic strain in British music and letters. If greatness were greatness independent of time, or if, as the neoclassicists believed, enlightenment were to consist merely in the proper invocation of established forms of utterance, that would be all.

Does it then matter that the concerto is composed in a distillation of idioms none of which is less than 40 years behind the times? It does to me. If the composer's assured handling of a highly chromatic solo line is remarkable, how much of that remarkable assurance reflects a comparatively effortless endorsement of Bartok's originality, or Berg's, or Schoenberg's? The tragic essence of such admirable British music—Tippett and Hugh Wood as well as Blake—lies in its deeper intuition—expressed in a regulating melancholy—of the vanity of appealing to precedent. Blake has raised the contradictions of his own intellectual tradition to the level of Oedipal drama.

Plague, fire and famine

Peter Fleming on "The Wild Beest of London"

The first half of the seventeenth century was unquestionably a period of decline for the theatre. From the pinnacle of the golden ages of Shakespeare and Jonson, the Wheel of Fortune quickly swept through silver and bronze to dross. Even if the Puritans had not bothered to close them, there is little to suggest that the theatres of 1650 would have been alive and well.

It is against a background of this decline that John Wiles has set *The Wild Beest of London* for the Cockpit's Summer Youth Production, which runs until September 18. The play traces the 50 years from 1616, when Christopher Beeston first leased the cockfighting pit in Drury Lane, to 1666, the year of the Great Fire. By that time his son Will Beeston had long been driven out by rivals and London was in ruins.

History has an irritating way of refusing to comply with requirements of form and despite some valiant cries of "Phoenix!", and a jolly rousing chorus at the end of the show, it is hard to escape the impression that one is witnessing two and a half hours of dying fall—a full highlighted by frantic twitchings, but dying all the same. Only the growth of science manages to strike a note of optimism. What with the 30 Years War, the Civil War, famine, plague, fire and a stream of domestic tragedies, death and destruction are always present. They are personified most powerfully by a grotesque recruiting party, a double act of Universal Soldiers who tramp through the years with unflagging faith in the immortality of war.

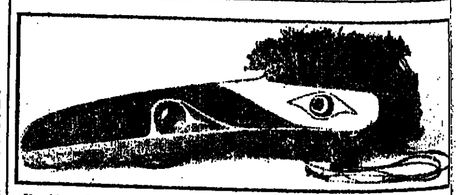
But having accepted this decline as the text, it would be churlish to protest at the way the text is delivered. Mr Wiles has wielded an inexperienced group of disciplined team of actors. The sheer speed and energy with which the crowd scenes are launched provides a momentum of its own, and every actor, however insignificant, has thought his way carefully into his role. These are people and not just faces in history.

The language is crisp, with a springly fresh flavour of the seventeenth century and extravagant Le Garfieldesque similes ("His anatomy hangs on him like someone else's overcoat"). But it's a relief to find that not too much is made of the hammy theatre actor joke—which produces increasingly dismal fishing returns.

As if in defiance of the chill hand of death, the pace is fast and furious—indeed at times so fast that one is hardly allowed to digest the outcome of one crisis before being hustled through the years to meet another. The odd full stop would not have been amiss—but I suppose history is not like that either.

Heather Neill has already spoken of the splendid set (page 20) but the basic costumes look like jazzed lifejackets, an impression compounded by the curious fact that all the men wear shorts. Never do they less, they are simple and effective. The music is tuneful and well chosen and we could have done with more of it.

The "days of the padded bonnet are over" after the Restoration and with the touch of Nell Gwyn and company to come into the limelight. With so much female talent at the Cockpit, it is a pity that the latter did not have more chance to shine.



Kwakiutl Raven Mask, carved by George Hunt, the Kwakiutl Indian. Masks of this type decorated with shredded cedar bark fringes and feathers were used in the Hamatsa society of the Kwakiutl to represent the "Crooked Beak of Heaven", a cannibal bird monster. From "Indian Art of the North-West Coast of America", an exhibition which opened at the Museum of Mankind on August 27.

A stage in the making

Anthony Masters

The Stage of Aristophanes.
By C. W. Dearden.
Athlone Press £7.00. 485 13707 0.

What did Aristophanes's stage look like? What could it do? What happened when Socrates was let down in his basket, when Euripides and Agathon come into view, "within and not within", writing their deplorable plays? What masks (if any) would Peisthetairus or the Triballian have worn?

In this fascinating area of discussion, any new book is of interest. Professor Dearden offers little new evidence, and his inferences, like those of earlier scholars, are subjective. But this is a sensible book, as useful for its collection of Aristophanic passages giving clues to production details as for the conclusions themselves.

He supposes the existence of a low stage carrying a pedimented rear flat with windows and one door (this last, of course, is a hornet's nest of controversy and drags him through a number of scenes in detail).

Scene painting he accepts, of not too realistic kind, and "casts" the masks for characters in the plays by initial letters used in Trendall and Webster's classification—a bit mystifying if you do not have a good library handy. The theatre and its conventions thus established, he quickly reconstructs the production of each play in turn.

He marshals his evidence well to defend the push-out *eccyclema* and the three-actor rule (keen to include five-line bit-parts, which he sees as try-out roles for novices). In doing so, he restores a level of humour to the Hades scenes in the *Frogs*, where actors A and B (Dionysus and Xanthias) change their costumes on stage every time actor C (doubling everyone else) changes his off. It makes me long to see *Frogs*, *Thesmophoriazusae* done with live actors on an almost bare stage.

Peter Hall and Tony Harrison's what about it for the Cottesloe, stage, ready-made *orchestra* at the Young Vic?

Come to the fair

Jüri Gabriel

Fairground Architecture. By David Braithwaite.
Hugh Evelyn Ltd £8.50 and £3.50.

The differences between this and the much praised 1968 edition are minor to say the least. The second colour (red) has been dropped—which is no loss. Some, though not all of the illustrations are less heavily inked; but what they gain in shadow detail they lose in bite. More noticeable, however, and in my view unjustifiable in an £8.50 book, is the sloppy page trimming (up to an eighth of an inch out) in the final 32 pages.

As far as content is concerned, apart from stylistic twitches which serve primarily to prove to the world that the editor is doing a thorough job, the changes appear to be mainly of the order of roundabout horses increasing their up-and-down motion from two and a half to four to six cycles a revolution—a productivity record British industry must surely be proud of.

Though this probably remains the best single readily available book on the subject of the fairground as a whole, and is an outstanding example of the documentation of industrial archaeology, it is a pity that the author did not—or perhaps for economic reasons could not—take the opportunity offered by a revised edition to look in greater detail at more recent developments in the field. Or could it be that since very few new rides now originate in England, but are either made under licence or imported from Germany or Italy, the subject has lost some of its more obvious appeal?

Following on the industrial archaeologist I already see a band of social anthropologists trying to sort out such riddles as why the number of rides on tour and membership of the Showmen's Guild have both doubled in the past 25 years, yet the showman's public image is one of gloom and doom. Or why the proprietors generally pay the "gaff lads" (the casual labour on which the whole industry is based) so badly that "tapping" or shortchanging the punter becomes a necessary and, like pilfering in the catering trade, a tacitly recognized perk of the job.

Yet for all this, the proprietors do have genuine grievances: as councils develop traditional sites and riding masters are forced to settle for less lucrative pitches on the outskirts. As the search for winter parking becomes a nightmare, and the cost of replacing rides the sort of capital investment that makes bank managers chew carpets.

But then harassment of the showman is part of a long and ignoble tradition. Whether manifest as the straightforward wrecking of whole "tobors" by marauding gangs, or in its more modern aspect of creeping municipalization, the underlying element of envy of another's supposed freedom remains depressingly constant.

Sounds and sweet airs

Hilary Finch

Ayres and Observations: selected poems of Thomas Campion. Edited by Joan Hart.
Carcanet Press £2.50. 85635 099 0. 90p. 85635 100. 8.

"I have chiefly aymed to couple my Words and Notes lovingly together" —so Thomas Campion, poet and musician and contemporary of John Dowland, addressed the readers of his Two Bookes of Ayres published in about 1612.

Although the twentieth-century reader can see remarkably few explicable links between Campion's great achievement, the accessible, pocket-size selection of the works of a writer too often bypassed or kept on the periphery of both musical and literary studies cannot but be welcomed.

Joan Hart represents the bulk of Campion's Five Books of Ayres (the Songs of Mourning for Prince Henry are omitted) and facsimiles of two of the songs in the original lute tablatures.

Particularly welcome is the inclusion (only slightly abridged) of the *Observations in the Art of English Poesie*. In spite of this seemingly cerebral discussion of metre and rhyme, Campion's musical skill and sensitivity enabled him to solve intuitively in practice those thorny problems of prosody which he and all and literary studies cannot but be treated and letter.

The fascinating interaction and reflection of mood, phrase shape and wordplay can be realized only when the words and music are experienced simultaneously, but this selection reveals the verbal music, the graceful and epigrammatic qualities of Campion's poetry.

A brief but sensitive and comprehensive introduction should further whet the appetite of anyone discovering perhaps for the first time, "the most judicious and excellent Lyrick-Poet, Doctor Campion".

Films

Courage and handicap

Frances Hill

Life is What you Make It
16mm, colour, 22 minutes.
National Children's Home, 85 Highbury Park, London N5 1UD.

It is all too easy to forget that physically handicapped children, with the same emotional needs as their non-handicapped peers, may be rejected, or partly rejected, by their parents, and exposed to cruel teasing and scorn from their luckier contemporaries.

Life is What you Make It takes us into the National Children's Home's residential school at Chipping Norton and lets several of its 50 pupils—aged between five and 16—tell us what it is like to be born with, or later develop, one or more handicaps.

Without exception the children are brave, thoughtful and sensitive: they show an understanding and compassion for the handicaps and sufferings of their fellow-pupils, as well as a determination to make the best of their own lives, which might shame many physically "normal" adult viewers. One boy explains that it is "a good idea" to have a school of mixed handicaps, because you "learn about other handicaps" as well as your own. Another pupil describes the difficulties of children with muscular dystrophy—his own handicap is less disabling—with thoughtfulness and concern.

But the regret for what they are missing, and sad wonder at "why it should happen to me" are never absent, though expressed with restraint and patience. And the comments on the "bruises and scratches" some children receive during their holidays, and the cruel teasing and mockery from non-handicapped children, remind us that handicap is not yet understood and accepted as it should be by all members of society.

One of the film's most moving and saddening moments is when one boy, in a wheelchair, says, in a tone of courage and suffering—not vindictiveness—that he would like to dump those who mock himself and his friends, but that he can never catch them, because they "run so fast".

The film shows some of the facilities the residential school provides—its printing press, weaving looms, typewriters for those who find it hard to write with a pen, provisions for netball played in wheelchairs—but it mainly concentrates on portraying the attitudes and feelings of the children. It does not flinch from touching on some of the most intimate aspects of some handicaps, and includes a scene which shows a girl, born with *spina bifida*, emptying the bag for urine which she wears against her stomach.

Neither does it flinch from including the children's comments on their hopes for normal, married lives.

Unlike previous National Children's Home films on the work of the NCH, the film makes no overt attempt to propagandize that work or make appeals for financial aid. But by simply recruiting the lives and feelings of the children in the home, it emphasizes the need for and usefulness of the NCH's schools perhaps better than any direct appeal would be able to do.

Altogether, this is a splendid film. It should help students and social workers to empathize with the feelings and needs of the handicapped, and develop renewed respect for their sensitivity and courage.

BP's 16mm sound films on subjects related to oil, power and engineering, motoring, aviation, environment, travel, education and agriculture are good value at the borrowing fee of £2.

New films include *The New Alchemy*, which looks at the petroleum chemicals industry, and *The Slender Chance*, about drilling exploration wells. Apparently the chances of success in this are 25 to one. The film describes how the petroleum engineer builds up the evidence that enables the potential of the oil reservoir.

Other new products from BP include wallcharts on how oil is refined, and global energy resources. These will have accompanying booklets in the near future. The Shaping Plastics charts have been revised (40p each).

Screen language

Graham Wade

The 1976 "Let's Make a Film" Festival, which was launched by the London Co-operative's education department exactly 10 years ago, will be the most ambitious yet seen. This year's event, open to anyone under 18, has attracted a record entry of more than 70 films from a wide variety of schools and youth groups.

After two days' relentless film viewing and discussion, the judges, drawn from the Co-operative and other co-sponsors such as the National Association for Film in Education and Thames TV, wove together a festival programme of 23 films.

These films reveal a wealth of talent, originality and imagination among our young film makers. The enterprising scope of a film like *The Time Machine*, by Minet Junior School, Middlesex, which opens with massed crowd scenes at the Roman games in 50 BC, would not disgrace the great epic tradition of Hollywood. The harsh, surreal qualities achieved in *Station Walk* by *No Name* from Newham Youth Film Workshop, London, would comfortably outdistance most of television's current serious arts efforts.

Each entry had to fall into one of three broad categories—documentary, fiction or animation—with most slotting into the last two. Understandably, the younger children (some were only four) opted for action and adventure, while the older students tended more towards fiction with a message, like *A Day in the Life of Three Unemployed* from Reading College of Technology. Some of the violence which often surfaced in the work of the under-12s—"PC Egg picked up the eyeballs, put them in his pocket and called an ambulance"—was chilling.

The festival provides clear evidence that the study of film, especially at a practical level, is a growing force in many schools and deserves encouragement. As the festival organizer David Fairbanks put it: "In a world which communicates more and more by film and TV, it is essential that young people should have a full knowledge of screen language."

"*Let's Make a Film*" *Festival at NFT 1, Saturday October 16, at 2 pm, 4.15 pm and 6.30 pm. All tickets at 30p by post with stamped addressed envelope (from October 4) or by personal application/telephone (from October 11) from: "Let's Make a Film" Festival, Box Office, National Film Theatre, South Bank, London SE1 8XT. Telephone: 928 3232/3.*

Vast inflatable

Frances Farrer

Desert Cloud.
18-minute film. 16mm colour. For sale or hire from Airworks, 44 Fitzroy Road, London NW1.

Some people, even those keen on innovation and alternative technology, had hoped the age of the vast, fun inflatable was dead and gone. They will be disappointed. These structures are still being made and hired for leisure and other uses.

A pneumatic inventor—Graham Stevens—and his firm, Airworks, have created such things as the "Energy Barn" and "Body Bouncer" and are hiring out play structures. They have now produced a film about a solar air inflatable which operates entirely on atmospheric energy.

Desert Cloud is about an atmospheric raft which is "meant as a symbol of what can be done, a model to stir the imagination and help towards the mental reorientation required if atmospheric energy is to become a major power source for an energy-hungry world". The raft is made of transparent plastic with black panels inside to attract the solar energy that heats the air. It produces water or ice by condensation, and Mr Stevens thinks several rafts could be used together to dampen the desert.

Some of the claims made for the raft certainly do stir the imagination. Mr Stevens thinks it could be used as "an airship powered by the sun, a solarship on the scale of Graf Zeppelin carrying water, people or goods over land and sea, releasing the water like rain on the desert". How it would be kept up or steered is not explained.

The notion of rafts being launched in Britain and carried to the Middle East in four days to spill their watery cargoes seems romantic to say the least. And the commentary is heavy with images and truisms: "air physically unites the world", "the magic carpet come true", and "It is no coincidence that the structure looks alive. Pneumatics is the forming process of all living things."

Is this an art film for looking at, or has it technological implications? The Arts Council has backed both the film and the making of the inflatable, so perhaps it thinks them artistically relevant. Airplay is making rafts to order and anticipating interest from the Middle East. Perhaps it is not such a lot of hot air after all.

Greenwich meantime

Greenwich: A People's Heritage.
Colour, 16mm, 19 minutes. For hire from the Central Film Library, Bromyard Avenue, London W3.

The declared aim of *Greenwich: A People's Heritage*, the latest Department of Environment film, is to create an awareness of conservation difficulties. That the film fails to do this is not entirely the fault of the makers: their brief was to display Greenwich. In the 20 months that have passed since its shooting the original concept has been taken over by the environmentalists.

There is a lot of talk of the need for the preservation of some fine old buildings that are under no threat. The fact that redevelopment threatens the homes and businesses of the people who actually live in Greenwich is given only a passing mention. One sequence shows a market researchers scurrying about in search of local opinion, but there is no indication either of the questions they are asking or of the solutions proposed.

Aside from this, the film is a pretty enough pictorial exercise, albeit of rather pedestrian presentation.

Much of the commentary could have been cut—there was too much portentous reference to the past and the future, and a calumny on early marine navigators, whose craft is described as "little more than inspired guesswork" until well into the seventeenth century.

O.S.

Books

Fears and miseries

Nicholas Jacobs

Brecht: the dramatist. By Ronald Gray.
Cambridge University Press £7.50. 521 20937 4. £2.95. 29003 1.

Brecht's work has been variously rejected for its politics, and accepted both despite and because of them. Twenty years after his death, it would be useful to have a study which transcends such positions.

Ronald Gray considers Brecht as a political writer whose major plays are flawed by "fundamental intellectual weakness" (*Galileo*), lack of "coherence" and "impact" (*Mother Courage*) and political irrelevance" (*Caucasian Chalk Circle*); he argues that his work as a whole "is without any notable political vision", before dourly concluding that it "will dominate in world-theatre for years to come".

His antipathy is expressed, apparently unconsciously, in the book's very title, for Brecht rejected the term dramatist, as he did the concept of drama, always describing himself as a "writer for the theatre". This antipathy might account for a certain carelessness running through the book. Thus, the famous poem "To Posterity" is said to be one of his last when it dates from the thirties, the story of the school opera, *He Who Said Yes* is misrepresented to fit criticisms of it, and Magdeburg is confused with Halle in the discussion of *Mother Courage*. These, and other irritating slips, however, are not as problematic as the overall interpretation of Brecht as primarily a Communist writer whose work is distinguished by commitment to "brutality" and "violent hatred".

Brecht's life and work must speak for itself on this latter charge. The subject of, and the literature on, his relationship with the German Communist Party is an interesting one which treatment of him as a virtual propagandist for it entirely excludes. In fact, in discussing the didactic play *The Measures Taken*, the author seems unaware that his criticism of it is close to the terms of its condemnation by Communist critics at the time.

Readers of Brecht will also find surprising the picture of him here as anti-Shakespeare; and the interpretation of his use of pseudo-Shakespearean verse in order to parody the self-images of the bondiums in *Arturo Ui* as an example of such prejudice seriously impugns the author's sensitivity to Brecht's wide use of irony.

It is good to have our attention drawn to the unfortunate use of the word "epic", with its heroic overtones, to translate the drier, more technical German *episch*. However, the discussion of Brecht's now famous "estrangement" effect is confused by its conflation with quite different concepts in Hegel and Marx, while its real origin in the Russian avant-garde theatre is not mentioned.

The author's idea of a successful political play is of one that, like *Cathy Come Home*, has an immediate influence. It is a sign of his honesty, but also of his confusion, that he can both pronounce Brecht's work to be, on these grounds, "without notable effect on the political scene" and admit, after discussing *Arturo Ui*, that it "serves an invaluable purpose . . . in still being capable, through the sheer strength of its ridicule, of dealing a blow at any hopes of a revival of Hitler's claim to glory".

But for all its sincerity, this overwhelmingly hostile approach to Brecht is not what is needed now, for either students or for general readers, unless its object is to reinforce the prejudices of already closed minds.

Briefings

Radio and tv

Open University

Lunar Geochronology. (Saturday, 06.10. Monday, 18.45. VHF 4)

Professor Gerry Wasserburg describes the age dating of rocks on the moon and concordia plot method of finding the age of lunar samples—his major contribution to lunar geology. Also discusses some of the cataclysm theories of the early history of lunar formation and meteoritic bombardments.

An Irish Poorhouse and its District, 1845-51. (Saturday, 07.40. Sunday, 07.20. VHF 3)

An examination of the period in Ireland known as the "Great Hunger" when potato blight led to famine, disease and emigration.

Diagnosis of Learning Problems. (Saturday, 10.10. Thursday, 17.25. BBC2)

Five slow-learning children are taken through psychomotor and language skill tests. Their difficulties are noticed and remedial work begun.

Maryšuv Holub. (Saturday, 11.25. Wednesday, 06.40. BBC2)

Features the Czechoslovak scientist and poet on a recent visit to England. He reads his own poems and discusses his original poetry and its relation to science.

Teaching Politics. (Sunday, 10.35, BBC2. Thursday, 07.05. BBC1)

A film to illustrate the political nature of the educational system. Includes Mrs Margaret Thatcher's address to the NUT conference in 1972, an interview with Mr Edward Short, and examination of the way in which ministerial thinking is communicated to the public via the press.

FE and general interest

Legal? Decent? Honest? Truthful?—an inquiry into advertising. (Saturday, 20.15. BBC2)

A special 90-minute programme presenting the arguments for and against advertising.

Nations as Neighbours. (Sunday 15.30. VHF 4)

The final repeat of this series aimed at introducing the people, traditions and language of Scotland, Wales and Ireland.

Learning to Read. (Monday, 18.30 Radio 3)

The last in a series intended for parents and primary teachers, to help them to understand how children learn to read. Looks at the role played by teachers and parents and the problems which beset young children.

Mid-Career. (Thursday, 18.30. Radio 3)

Can life really begin at 40? Topics discussed here include retraining possibilities, causes of stress and changing physical and mental abilities—all acute in middle age and in mid-career.

In Your Own Time. (Friday, 18.30 Radio 3)

Before the start of evening classes and the new season's further education programmes, Peter Clayton asks how you plan to spend the winter evenings and offers a wide range of ideas.

Putting on a show. (Friday, 19.00. Radio 3)

Practical suggestions and advice to organisers and participants in the provision of amateur dramatics and other types of entertainment.

The Cities of China
16mm, ; 12 minutes
Gateway Educational Media,
St. Lawrence House,
29/31 Broad Street,
Bristol BS1 2HF.

The Cities of China resembles a commercial tourist film more than an educational one. It shows us the main tourist attractions of Peking—the Great Square, the Imperial Palace and the workers' stadium—and a great deal of beautiful scenery, but tells us very little about Chinese daily life, and nothing at all about its economic and political system. It spends a disproportionate amount of time on lingering close-ups of Chinese faces and the litter-free interior of Peking railway station. The ubiquitous revolutionary posters which form part of the background of almost every scene remind us of the realities of Chinese life, but are never commented on in the bland and superficial narration.